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ABSTRACT

This research report addresses the scope of school library and information services programs as demonstrated in secondary schools in St. Lucia, West Indies. Most schools were found seriously lacking in all three areas: Independent Learning Skills; Literacy/Literary and Cultural Appreciation; and Organization and Administration. Library staff generally work in isolation from the teachers, and there is relatively no integration of the skill development processes into the curriculum context. The appointment of quality, full-time staff is a priority, as is increasing and improving the collection of library materials. Staff development activities are also imperative for the successful adoption of a school library and information services program in St. Lucia. Both general and school-specific recommendations are provided. The report includes the following sections: "Executive Summary"; "Introduction"; "Methodology"; "Defining a School Library and Information Services Programme"; "Staffing Components"; "Collection Development"; "Facilities, Equipment and Planning"; "Strategies for Implementation"; "Quantum Impact: Principals' Comments"; "Recommendations"; and "Bibliography." Appendices include: project funding proposal; Library and Information Services 1997-98 Action Plan; list of secondary school principals and library staff; School Library Information Services Survey; position papers on development of school libraries in St. Lucia and staffing schedule; agenda and evaluations for the Seminar on School Library Information Services; schqol staff meeting agenda; and reading research proposal. (Contains 30 references.) (SWC)

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ED 416 904

ST. LUCIA , WEST INDIES
MINISTRY OF EDUCATION

SCHOOL LIBRARY AND INFORMATION SERVICES:

A
Status Report with Recommendations

Compiled by

Gerald R. Brown, Consultant

in collaboration with
Organization for Co-operation in Overseas Development
a unit of the
Canadian International Development Agency

Winnipeg, Manitoba, Canada

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December 1997

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ACKNOWLEDGMENTS

Special thanks to all the interviewees who shared their knowledge, experience and understanding to give this concept a vision for St. Lucia.

Special thanks to Mrs. Audreuille Nurse, Librarian-In-Charge, and to the staff of St. Lucia Central Library whose assistance and support made this such an exciting and stimulating project.

Appreciation to Marilyn Waterman for her assistance with graphics.

Thanks to Gene Walters, OCOD Regional Manager in St. Lucia for wise guidance and patience.

LEARNING IS NATURAL

Children are active participants
in their learning, not passive vessels to be filled.
They are always seeking and choosing what
they will learn and what they will not learn.
Their interest, trust and active involvement are crucial.
Children tend to become personally involved in projects
that appeal to a variety of modalities - reading,
writing, reasoning, building, imagining and creating.
What a gift we give when we respect the child's natural need
to explore, to reflect, to communicate, to dream,
and to celebrate.

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5. SLAIRS. Development of School Libraries in St. Lucia: A Position Paper
6. SLAIRS. Staffing Schedule for Library Services : A Position Paper
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10. Monchy R. C. Combined School Staff Meeting Agenda
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1. Executive Summary

School Library and Information Services in St. Lucia have been marginalized for many years. Most persons in administrative positions admit there is a need for a library in their school, and that they have provided a space for this purpose. However, attempts to discuss the elements that make up a **library programme** which is integrated into the classroom and curriculum programmes draws a blank.

It is very clear that emphasis on passing **examinations** is of the highest priority for most teachers, and the ranking as a result of these pass rates is the major concern for most principals.
The rhetoric of the need for quality of education to develop independent learners for the next century and the global society is not matched in practise, through staffing, collection or evaluation of teaching / learning strategies. Research by Lance on this topic is totally relevant in St. Lucia.

There is also a very distinct concern among both teachers and administrators that there are **reading** deficiencies for a very high proportion of students. Research by Krashen is very important in addressing these issues.

This research report addressed the **scope of school library and information services programmes** as demonstrated in the secondary schools. Unfortunately most schools came up seriously lacking in all three areas: Independent Learning Skills; Literacy / Literary and Cultural Appreciation; and Organization and Administration. While many library staff members are working hard, they are generally working in isolation from the teachers. There is relatively no integration of the skill development processes into the curriculum context. Instances of isolated skills instruction were frequently noted.

The appointment of **quality staff**, who have demonstrated leadership abilities in their schools, and with appropriate training to enable them to be change agents in the use of resource-based learning and collaborative planning is the top priority. Without staff in advocacy positions in the Ministry, and trained staff in the schools to implement the concepts the programme cannot grow. Secondly in this context, the staff must be full time in each of the secondary schools without additional classroom teaching responsibilities. One must be readily available to work closely with teachers at the planning, teaching and implementation stages. And behind the scenes the organizational work and management activities must still be carried on by the same staff member, with or without appropriate support staff.

The current **collections** of resources leave much to be desired. Many are dated, worn and unattractive. As new materials are added, they are lost in the dust. Limited resources are invested in print materials, and even less in audio, visual or electronic media. If the system is interested in developing learning environments to facilitate teaching and to develop independent life-long learners, money will have to be found to address this issue. There appears to be little doubt that the staff will find a way to make the materials accessible to

students and teachers if resources are provided at the school, or if funds are budgeted for their acquisition.

A consistent series of **Staff development** activities for both administrators and teachers in the areas of curriculum implementation, teaching /learning processes, uses of electronic technology, and the integration of information literacy skills into the daily classroom teaching and inquiry process is imperative to successful adoption of a school library and information services programme in St. Lucia.

Sections of this report address each of the above issues first by clarifying the concept in a school library information services **context,** and then by offering suggestions for ways they can be redressed.

A series of **recommendations** is outlined for many of the stakeholders, as well as specific recommendations for each school. In most cases the recommendations are in order of priority, although some aspects can be undertaken simultaneously with others.

School library and information services programming can be a powerful force for change in education in St. Lucia, including addressing the examination concerns that have been precipitated in the community.

2. INTRODUCTION

The concept of a school library programme appears to be a unique idea in the St. Lucia educational system. School libraries have been seen generally as storage areas with limited access, rather than as a critical resource for literacy and curriculum support; a place for discovery and an integral part of the instructional program that all students need in order to learn how to participate more fully in the changing global society.

Every secondary school in the country has a space that is called the "library". However, in most cases the educational role - the school library programme - has never been nourished or nurtured. Other priorities have push aside the perception that students need school libraries as learning tools.

At its simplest level, the school library is a collection of materials which may be of interest and value to students and teachers in that school, coupled to systems that permit and may encourage access to that information. However, there is a broader perspective. The school library and information services can be seen as a vehicle for offering a wide range of materials related to the instructional programmes in the school, supporting both instruction in the use of the new information tools, and developing the critical use of information skills across the curriculum. This instructional use requires the expertise of a teacher-librarian as a "knowledge navigator" in this information-intense world, who with special training, is able to relate the objectives of the school and classroom curriculum to the potentially rich variety of learning resources assembled in the school.

Ironically, it is role of the teacher-librarian that is lacking in many schools, as the school concentrates on examinations and high pass rates rather than on developing truly independent learners and critical thinkers. This perception has been documented in several previous reports on education in St. Lucia.

There is also a new myth floating in education generally: "The Internet and the Web can replace the old library in the school. The Internet can replace those boring books and stuffy ideas and costly specialists with lively, colourful, interactive action through the ether." Just who will bring that wealth of information into play in the curriculum? Who will teach our young people how to discern propaganda from truth? Who will choose the best quality resources for use by our students and teachers? Who will help students and teachers connect information technologies with the skills associated with information literacy?

Research on the effectiveness of school library programmes has shown that there is a strong correlation between student achievement and the quality of the school library programmes in their schools. This issue is of particular interest to parents since their concerns centres on how their children will be prepared for the future cultural, social and economic conditions.

School library leaders have been on the forefront in their recognition of the electronic realities of our new society. Educational leaders have embraced the necessity of providing

access to the new technologies and they must now recognise the fact that these technologies enhance and confirm the essential values provided by the school library. There is no longer room in the school for a quiet, bookish place caught in its standard stereotype. The new school library programme embraces the new tools of learning as critical components in meeting the needs of citizens in this new world. The school library programme is an excellent symbol for the concept of self-directed learning, the notion of reading as an essential skill in our society, the recognition that visual and other literacies must be taught and nurtured through experience, and that "information literacy" may well be the a new curriculum in the "information age."

Across St. Lucia, there is wide variation in the quality of school library and information services, the scope of collections, the standard of facilities and the provision of trained personnel.

In the Message from the Honourable Minister in the Annual Work Plan 1996-97, he notes

> *"As a critical player in cushioning the dynamism of the society, the school must have a conducive and adaptable environment in which the young people of this nation can be nurtured":*

There is also a reference in the Mission Statement for Secondary Education which may be useful in bringing school library and information services to the attention of all involved in the educative process:

> *The mission of the secondary school have been to improve their student's performance and that of the organisation in order to provide a climate and a culture that are conducive to teaching and learning.*

In order to achieve these goals, it is urged that the role of the school library and the school library programme be re-examined as a powerful tool for change in education, and as a vehicle for developing self-directed students and life-long learners.

3. METHODOLOGY

The Director of Library Services initiated a proposal to the Organization for Co-operation in Overseas Development (OCOD) to obtain an experienced consultant in school library and information services to come to St. Lucia for an extended period of time. The objective was to follow-up on some reports that have been generated over the past years in specific regions of the country. In addition it was hoped that a thorough review of the secondary school situation would provide some benchmark data for future reference.

The Consultant was advised that there was need for creating an awareness of the direction in which school library and information services have developed and are growing and changing in other countries around the world. In this context it was requested that a series of recommendations be developed for the system generally, and for each secondary school specifically.

The original proposal requested that the study be done over a six month period. Funding was provided from OCOD to cover the period from 12 September to 15 November. After discussion with the Executive Director of OCOD, the project was extended until 13 December 1997.

When the consultant arrived, it was discovered that the Director of Library Services had moved to a position as the Documentalist at the Organization of Eastern Caribbean States (OECS). She retained her capacity as Director, and in this regard was consulted regularly in the project. In her place, the Librarian-in-Charge, Mrs. A. Nurse at the Central Public Library guided the development of the project, and supervised its activities.

A second shift was introduced at the start to the project, with emphasis being placed on the additional and simultaneous study of the public library system's 15 branch libraries. Since both school and branch libraries are integral to the information services in the communities this was not considered to be a problem.

A serious and thoughtful review of related library and education documents was undertaken. This revealed that there was little written officially, except in the files of the Director. School library and information services were rarely mentioned in any other public documents. As a first step in addressing this blank spot, assistance was provided to the Librarian-in-Charge to develop a section for the forthcoming Ministry of Education Annual Work Plan 1997-98 to include school and public library services for the first time. A copy of this document appears in the Appendices.

Two questionnaires were prepared to survey separately the 16 secondary school libraries and the 15 branch libraries. The questions used in both surveys were of a parallel nature where possible. The copy of the school questionnaire appears in the Appendices. The reporting on the Branch questionnaire will be done in a separate report. The school questionnaire was vetted with one of the school principals.

The survey instrument was used to collect the data and to guide the discussion during the subsequent site visit to each school. Introductory visits were made to each school with Mrs. Nurse, Librarian-in-Charge and Ms Valerie King, Branch Librarian. The scope of the project was discussed with each Principal and Library staff member, the questionnaire was left at the school for the staff to collect data, and an appointment for a follow up session (of not less that 1.5 hours) was made in each case.

All schools were visited at least once. In some cases, Principals arranged to have additional discussions with staff, to share materials brought from Canada or from other schools, and to evaluate their current systems. In only one school, it was difficult to arrange a meeting with the Principal.

An informal survey was also conducted with one classroom in each school randomly selected by the Principal to collect data on how many students used the public library branch regularly, and how many had computers and /or Internet connections. It was not possible to do this survey in all schools.

The data was analysed, and recommendations were developed for each school on an individual basis. Recommendations were also generated for each of the stakeholders including Ministry of Education, Sir Arthur Lewis Community College, Public Library Services, St. Lucia Association of Information Resources Services, St. Lucia Teachers Union, and School Principals.

At the recommendation of Dr. N. London, World Bank Researcher with the Ministry, the Principals were asked to synthesize the discussions at their school following the site visit. These comments are reported directly in the document under the heading: Quantum Impact: Principals' Comments.

Discussion of various aspects of the preliminary report were held with Mr. Rufus Kodra, Principal Assistant Secretary; Mr. Gaspard Charlemange, Education Officer, Secondary Schools; Mr. Patrick Felix, Education Officer, Adult Education; and Mr. Paul Sammy, Chief Education Officer.

Copies of the final report have been made available for distribution to the participants and stakeholders.

4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME

The school library comprises suitable quarters, trained personnel, and an abundance of well-chosen library materials. What is further necessary to the successful operation of that library is a **plan of action**, commonly known as the *library and information services programme*.

The library programme emanates from the philosophy of library service, and permeates the entire **educational programme** of the school. Effective service is the result of consciously planned effort on the part of all staff members. In fact, the library programme determines the quality and quantity of the resources, the number and types of personnel, the size and arrangement of the facilities. The decisions concerning the library programme are the factors that stem from the educational programme of the school it serves. A library without a programme is not a library, it is a storehouse. Hence the programme in each school must be the result of **staff planning**.

Essentially the school library participates fully in the entire academic, extra-curricular, recreational and enrichment programme of the school. The unique role of the school library, however, is to serve the **instructional needs** of a limited clientele - the students and the teachers.

One of the main functions is to develop a broad **reading programme** in co-operation with the teachers. The provision of good reading materials in attractive surroundings encourages students to satisfy their wide reading interests. When allowed to pursue his individual taste and properly stimulated by a rich collection, the child will read for enrichment in areas of particular interest and/or related to his classroom work. This dimension of the library programme is often described as the **Literary and Cultural Appreciation** component. Depending on the literacy level in the community, it may also be referred to as the "Literacy" and Cultural Appreciation programme. A sample proposal for Reading Research appears in the Appendix as a suggestion for further study in this area

The school library has another role, that of helping students to acquire critical judgment, desirable social attitudes and learning habits through the development of **independent learning skills and problem solving strategies**. To progress individually in the rapidly changing world, all students must have these **information processing skills.**

The success of the library programme depends to a great extent upon the daily operation of the library. This dimension of the programme is referred to as **Organization and Administration.** All facets of personnel management, time management, budget control, materials organization and distribution are the "behind the scenes" aspects that make the library operate effectively and efficiently as any good office or department should.

The **Cooperative Planning and Teaching** activities designed by the teachers and the teacher-librarian are the focal point for the **integration** of the **(ILS)** Independent Learning Skills and the **(LCA)** Literary and Cultural Appreciation Skills into the methodologies of the

regular classroom curriculum. The library does not have a curriculum that is independent of the regular classroom instruction. The teacher-librarian is a team member in the instructional process with all teachers and all students. The objective is to enable each student to become an independent learner, a critical thinker, and a creative participant in his own learning. Ultimately, the library becomes the vehicle to develop habits of **life-long learning.**

Directing learning experiences which actively involve students in determining their own **learning outcomes** is a much more complex and demanding method of teaching than that which existed when teachers had only to impart knowledge which students passively learned and regurgitated. The job of the teacher today is necessarily a collaborative one. Classroom teachers and teacher-librarians work together **planning and directing** activities which involve students in the use, or production of a wide range of resources. With the rapid increase in electronic technology tools and resources on the market, (and increasingly in some schools), it is imperative that students be guided in the wise use of their time and resources so that they can learn to **synthesize** their learnings and see the applications in their everyday lives.

The following series of diagrams are an attempt to illustrate where the school library programme fits into the total educational structure. The triangle is used as a powerful mnemonic device that is commonly found in spiritual beliefs, architectural designs, historical structures, psychological paradigms, and many aspects of nature. These diagrams were used as part of the awareness workshop sessions held with principals and teacher-librarians as part of this project. They are provided here as a reference point for future discussions of the theme: **EDUCATION BEGINS WITH A VISION.**

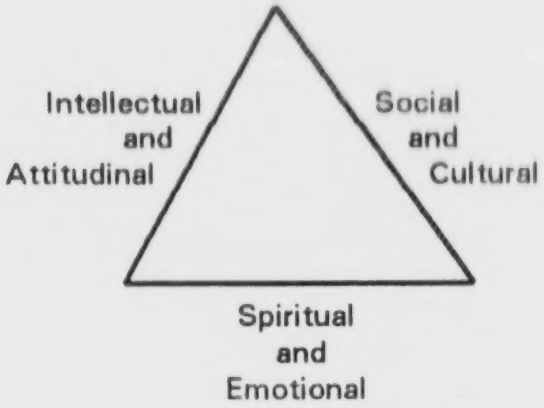
The reader is invited to follow the pattern of development. Emphasis in the document evolves from item 7 **: Potential Areas for Change**, in which the measures of any educational process can be observed in changes in knowledge, attitudes and /or behaviour of the learner. If this triangle (7) is reviewed frequently in the consideration of the diagrams, it may add perspective to the question "What learning is occuring ?"

Library / Information Services (8) shows the framework for all the aspects of the school library programme. Succeeding triangles delineate the scope of each aspect, including the organizational (15 - 19) components. If the goal is to develop independent learners, then the school library programme is integral to the planning, teaching, mentoring, and evaluation of what makes an **intelligent individual**.

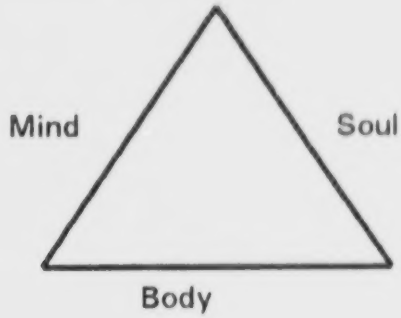
4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME cont

Education Begins With a Vision

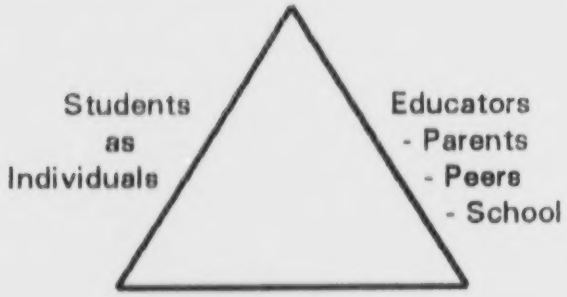
1. THE MULTI-FACETED PERSON



2. PHILOSOPHICAL BASICS



3. WE ARE ALL LEARNERS

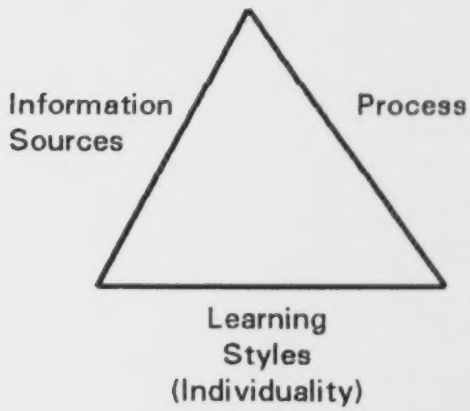


Administration
- Principals
- Consultants
- Ministries of Education
- Faculties of Education

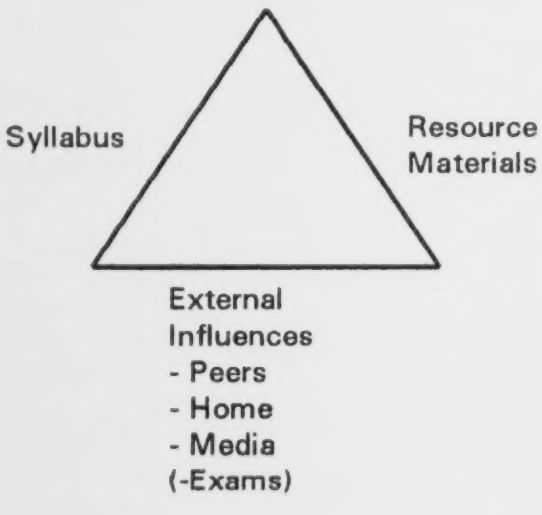
4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME cont.

Education Begins With a Vision

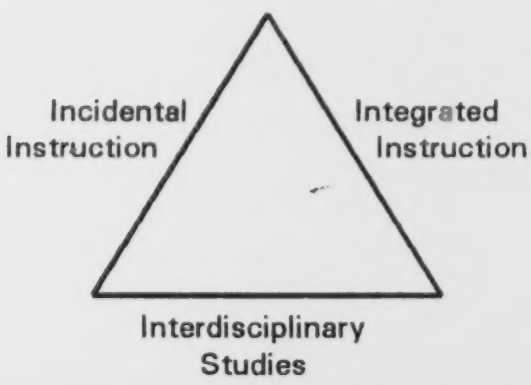
4. EDUCATION COMPONENTS



5. INFORMATION SOURCES



6. PROCESSES OF LEARNING

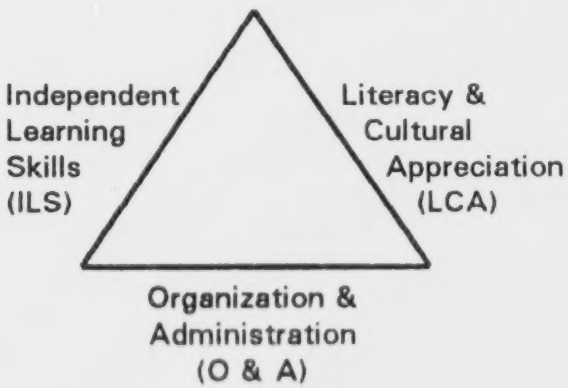


4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME cont.

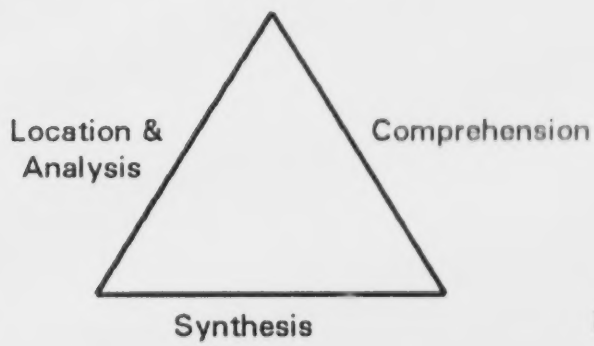
Education Begins With a Vision

7. POTENTIAL AREAS FOR CHANGE

8. LIBRARY / INFORMATION SERVICES



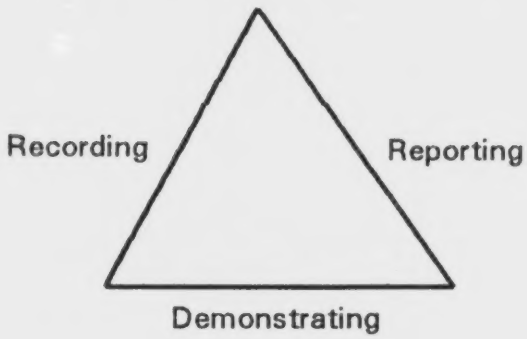
9. INDEPENDENT LEARNING SKILLS



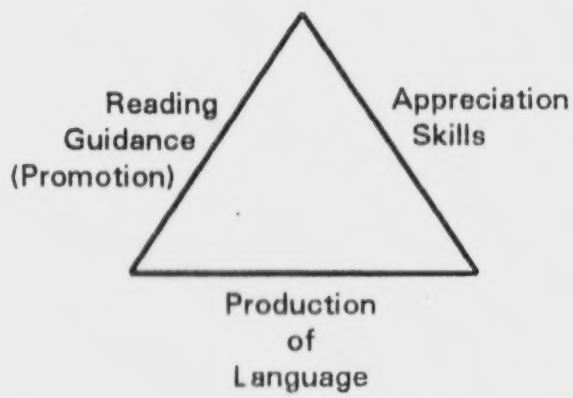
4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME cont.

Education Begins With a Vision

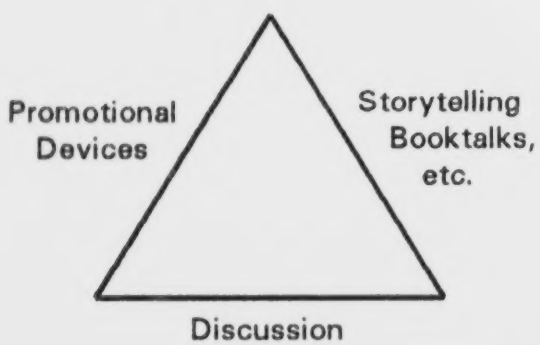
10. ILS - SYNTHESIS



11. LITERACY & CULTURAL APPRECIATION



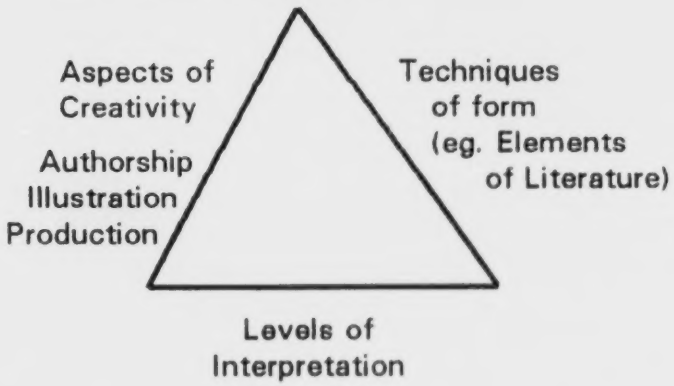
12. READING GUIDANCE



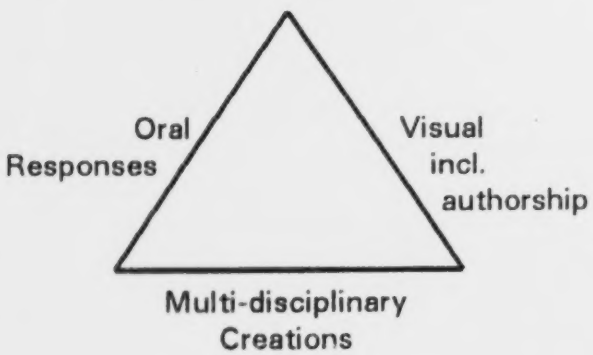
4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME cont.

Education Begins With a Vision

13. APPRECIATION SKILLS



14. PRODUCTION OF LANGUAGE

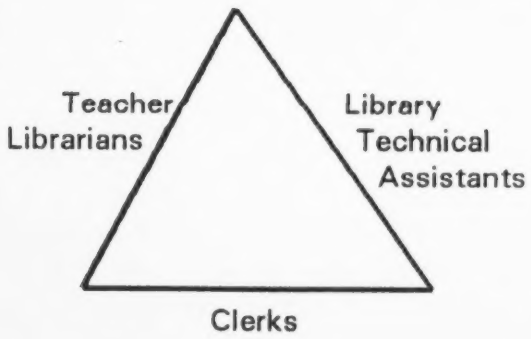


15. ORGANIZATION AND ADMINISTRATION

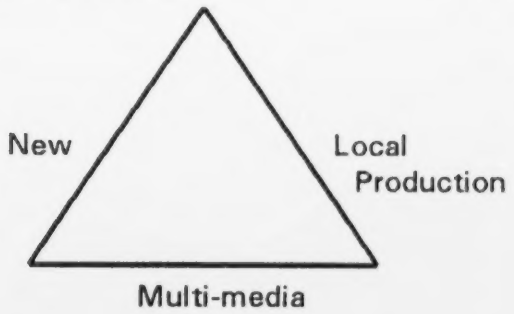
4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME cont.

Education Begins With a Vision

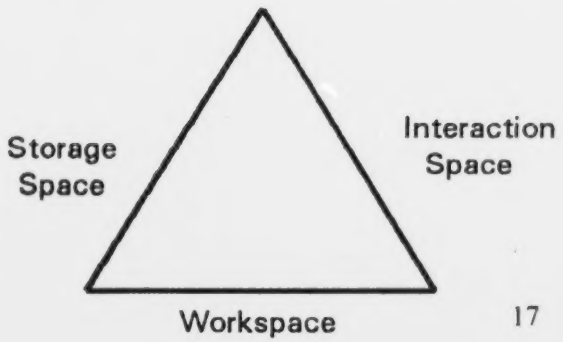
16. STAFFING



17. RESOURCES



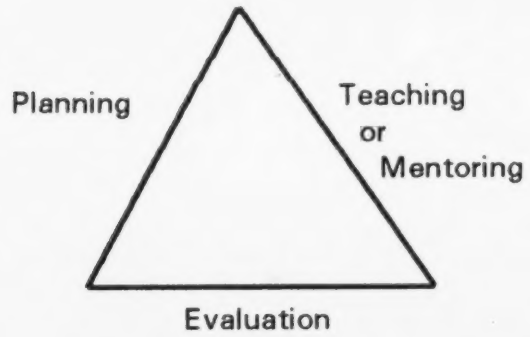
18. FACILITIES



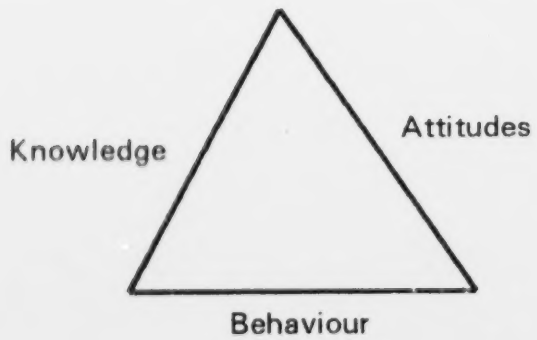
4. THE SCHOOL LIBRARY & INFORMATION SERVICES PROGRAMME cont.

Education Begins With a Vision

19. INDEPENDENT LEARNING



20. AN INTELLIGENT INDIVIDUAL



5. STAFFING COMPONENTS

Ministerial Components:

The quality of library service depends on the adequacy of the library staff. Regardless of the size of collection, facilities or budget, the library cannot function as an educational force in the school if the library staff is too small or lacks the special qualifications required for the work.

At this time, in St. Lucia there are a number of vacancies in the library staffing pattern at the central administration level. In order for the national library and information services system to grow to meet the educational needs of the community, it is important to have leadership. This comes from personnel who are working in the Ministry who have direct responsibility for the total library and information services picture. They need to have a vision of what can be accom-plished, and the personal drive to develop strategies that will bring these ideals to practical reality.

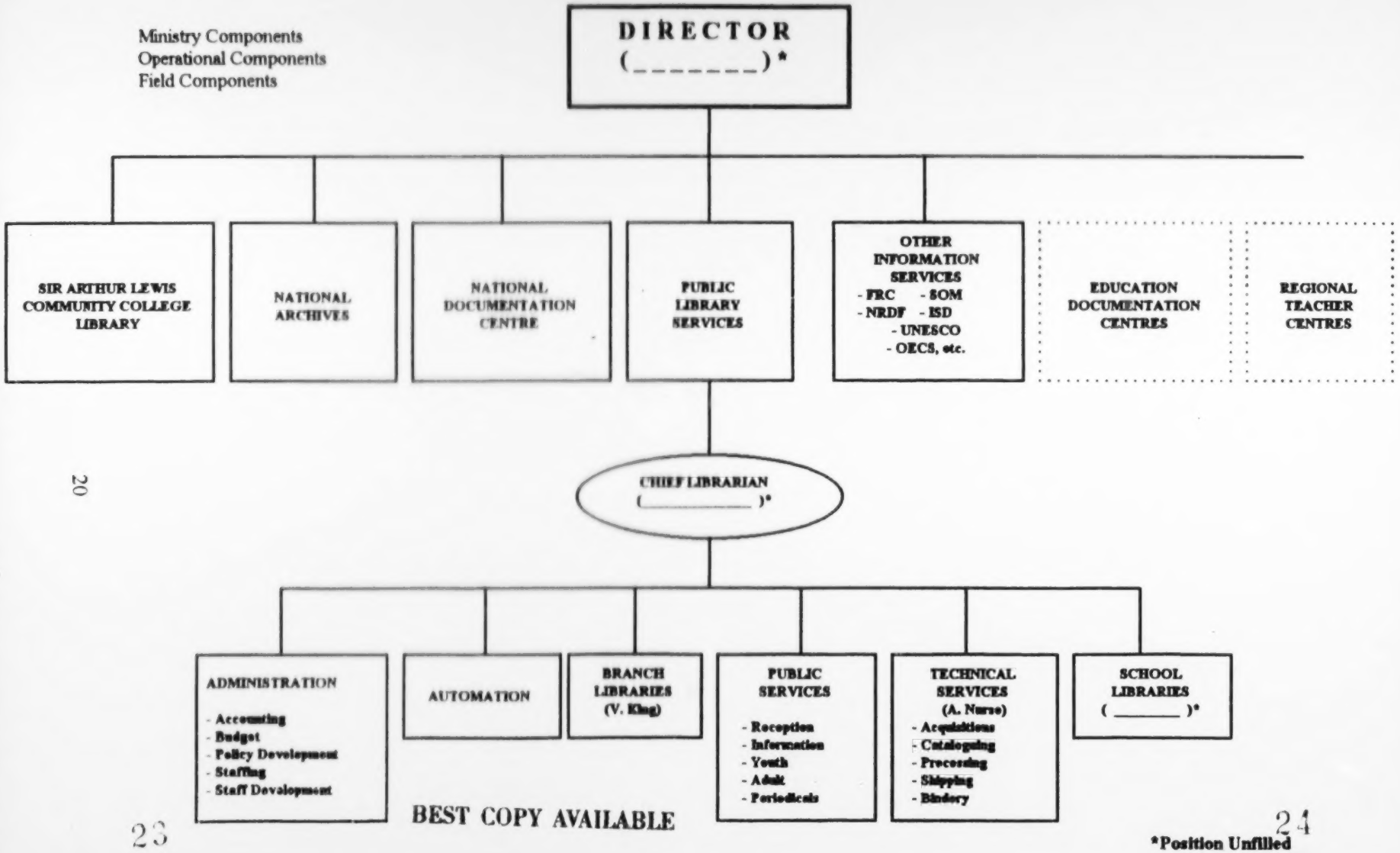
At this time, the position of **Director** is relatively unfilled. The staff member has been transferred to another agency (OECS) where the workload requires a full-time commitment. It is critical that this position be filled as soon as possible so that leadership and direction can be exercised for all the units related to this position. In order to have a **National Library and Information System**, there must be a leader who will develop the policy, advocate for the funding, and initiate collaborative programmes that meet local needs. An appointment in an acting capacity needs to be made until the Human Resources Unit untangles this situation.

Unfortunately the position of **Chief Librarian** of the **Public Library Service** has been vacant for some time also. While there was a Director in office, some of the responsibilities of the Chief Librarian were undertaken by that person. However, at this point neither positions have a formally assigned person responsible for these duties. While subordinate staff are undertaking some of the tasks, they have their regular duties to perform. An acting appointment needs to be made by Human Resources Unit so that the work of the office can continue with proper support in the interval. No staff should be expected to undertake the duties of two or more positions simultaneously without proper appointment, proper remuneration and additional support staff.

To add to the complexity of the situation, there is no person at this time in the Ministry or the Central Library System who has direct and active responsibility for the development of the school library programme. While the position of **School Library Specialist** has appeared in several memorandum from the Director to the Permanent Secretary, there is no documentation to confirm that such a position has ever been budgetted.

The following chart shows the relationship of these positions.

ST. LUCIA NATIONAL LIBRARY & INFORMATION SERVICES



*Position Unfilled

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Ministerial Components continued:

Elsewhere in this document there are recommendations concerning the **role of the School Library Specialist** with respect to the

development of a plan of action for the total school library service,
writing of draft policy papers for the Ministry respecting the various dimensions of school library programming,
consulting and mentoring of all school library staff in the initiation of school library programming
advocacy with the various education units to integrate the school library programme into all aspects of the educational system
participation in training programmes for school library personnel

At this time there is no one in the system who is charged with the development of School Library Services. The Public Library System attempts to handle some of the acquisition work for the secondary schools, but takes no other significant responsibility for consultation or leadership.

It is imperative that the individual who is chosen to lead this portfolio, must have the following **characteristics and skills**:

quality leadership skills,
excellent management ability,
a vision for school library and information services at all levels in education
demonstrated skills in strategic planning
ability to initiate viable alternatives to meet local needs.
willing to travel regularly to schools on a systematic basis
able to initiate, plan and deliver quality training sessions for all levels of personnel
ability to draft policy documents for the appropriate authorities relative to the advancement of school library and information services and education.

With or without the appointment of a School Library Specialist, the following areas of school library and information services need to be addressed in **Ministerial policy documents:**

1. **Development of Independent Learning Skills** as an approach to meet the skills that students need in order to become independent learners across the various curriculum

2. **Integration of Independent Learning Skills into Curriculum Applications**, both for all new curriculum development and through classroom instructional processes

3. **Resource-Based Learning**, as the concept of moving from one authorised textbook to a variety of materials which anticipate the development of teaching processes according to the learning styles and needs of the children

5. Staffing Components: Ministerial Components cont.

4. **Co-operative Planning and Teaching** as the process whereby teachers and the library staff plan units, projects and activities that address the process of learning, the skills needed to accomplish the goals of the plan, and the collaborative teaching of both the skills and the content to address the changes in knowledge, attitudes or behaviour of the students.

5. **Standards for Facilities and Locally Constructed Equipment**

There is need for a policy statement on the educational design and architectural requirements for all library spaces and equipment to meet modern information service needs. The standardisation of design for locally constructed materials could allow for transfer of equipment and flexibility in matching resources to needs.

6. **Role of Volunteers in Education**

There are many tasks in the regular classroom setting and in the library setting where volunteers could make a significant contribution. However, it is important to layout the parameters for selecting volunteers, which tasks are appropriate for their participation, and the relationship expectations with the salaried employees.

7. **Copyright / Legal Deposit**

There is need for a policy statement that clarifies the current Copyright Act with respect to educational use.

Similarly, the disposition of all legal deposit copies under the Copyright Act needs to be clarified. In so doing the roles of the National Documentation Centre, the Education Documentation Centre, the National Archives, and the Public Library would be clarified.

8. **Role of CAMDU in relation to School & Public Libraries**

Presently the staff at CAMDU suggest that they have no role or responsibility to assist in the development of school or public library services. While this may be true from the perspective of a finely defined curriculum development role, it would seem that curriculum implementation would surely imply the assistance of CAMDU personnel to identify resources which could be acquired to meet curricular needs in the schools and by the community generally.

9. **Role of Education Officers in Relation to School & Public Libraries**

There is a significant role for the Education Officers in leading the elementary schools to develop library services, and to encourage the use of the branch libraries more effectively by all teachers. A close working relationship between the School Library Specialist and the Education Officers in this regard would make the work of both more effective.

School Library Staffing

The world of the school librarian differs from that of other librarians in several ways. Greater demands are made for the handling of large numbers of people and materials in a short period of time. The school community involves many individuals, but those individuals commonly move in large groups. The resources of a large central library may well be serving two or even three classes in the library plus another two or three through book truck loans during the same period. Interchanges in a matter of minutes at the end of a class period may involve the circulation of hundreds of students and their materials. As well as providing reading guidance and reference services for individuals and groups, the teacher-librarian also assists teachers in the directing of learning. He gives integrated training in independent learning skills development, including the selection of appropriate materials and guidance in methods of study of those materials (regardless of format).

The position of the **teacher-librarian** is an exacting role, in that it involves the combined abilities of:

- the competent organizer and administrator
- the successful teacher, experienced in teaching techniques and learning processes
- the trained librarian, familiar with all types of study materials and a master of the information literacy skills needed in the modern era
- an avid reader, and consumer of current media

The **role** of the teacher librarian is first as **Head of the Library Department**. In this capacity, cooperation with the Principal and the faculty in the development of the school programme is critical. The special functions of the teacher-librarian are:

1. Building and organizing collections of instructional materials (except textbooks) in all media formats to meet the needs of the total school programme, so that they are readily accessible at the times and in the quantities required.
2. Encouraging and assisting faculty and students to make maximum use of these resources by
   - .1 integrated instruction and training in (ILS) independent skills development and problem solving strategies
   - .2 reference and information services to faculty and students
   - .3 development of a (LCA) literary and cultural appreciation programme that encourages reading, listening and viewing activities both formally and informally
   - .4 production of materials appropriate to the curriculum needs, and with assistance to faculty and students in the skills of such productions
3. Maintaining a public relations program both within the school and to the community to nurture the appreciation of reading and life-long learning skills
4. Collaborating with the Public Library System and related information providers to make the best use of community resources

The well-qualified teacher librarian possesses a lively interest in young people combined with a wide knowledge of materials in print and electronic formats. The training

and experience of a qualified teacher, combined with appropriate training at Sir Arthur Lewis Community College or abroad at an accredited library school, should provide the academic background. Therefore, the qualified teacher-librarian merits equal status with the teaching staff, having comparable qualifications, responsibilities and experiences.

In the school library, potential service depends on the student - librarian ratio, just as in the classroom the amount of teaching assistance available for each student depends on the pupil- teacher ratio. In the final analysis, the development of a good school library programme and the number of qualified staff are interdependent. It is recommended that a staffing ratio be estab-lished for one teacher-librarian for all schools with 500 or more students.

Support staff for the teacher-librarian may include library technicians, library technical assistants and library clerks. They carry out carefully delineated duties for assisting users according to established procedures and perform specialized tasks involving materials and equipment. Support staff members require both a general knowledge of the school library programme activities and specific skills necessary for the performance of their duties. All support staff members must also demonstrate positive human relations skills.

Library Technicians usually have both formal academic and technical training at Sir Arthur Lewis Community College. They can be expected to carry out all the operations of the library except those that involve teaching of students and planning with teachers. Some technicians may also have specialized training in computer operation and maintenance, or in media production.

Library Technical Assistants are expected to have initial training in library operation and routines. They frequently acquire additional on-the-job experience under the supervision of the teacher-librarian. They are expected to perform all regular routines in the library operation according to the procedures that have been established.

Library Clerks assist the teacher-librarian with all the general clerical duties of a well-run office.

The School Library Specialist would be expected to work with the administrators and the teacher-librarians to work out clearly defined training requirements for each of these positions, and job descriptions appropriate to each level of responsibility in the system. It is anticipated that the larger schools might have combinations of all four levels of staffing, while smaller schools might have a combination of a teacher-librarian and one or more of the support staff groups.

The following chart shows the current level of staffing among the schools. It is apparent that some schools do not now have teacher-librarians, and few have any clerical support. It is recommended that teacher-librarians be appointed full-time to all secondary schools as soon as possible. It is further recommended that support staff be provided in all secondary schools.

SCHOOL LIBRARY STAFFING

School	Enrolment	Staff time (hr./ wk.)	Staff Designation	Staff Training
Bocage Secondary	560	--	Teacher	SALCC -LTA (currently)
Castries Comprehensive	837	35	T-L	Courses Morne
Choiseul Secondary	589	12.7	Teacher	---
Clendon Mason (Dennery)	650	16	Teacher	Orientation SALCC
Corinth Secondary	744	18	T-L	Courses OCOD
Entreport Secondary	697	35	T-L	SALCC Cadet /LTA
George Charles (Cul de Sac)	710	--	--	--
Leon Hess Comprehensive	811	35	T-L	OCOD SALCC-LTA
Micoud Secondary	884	35	T-L	Br. Cert OCOD
St. Joseph's Convent	709	4	Teacher	--
St. Mary's College	620	18	Librarian	Central Lib.
Sir Ira Simmons Secondary	783	40	Asst. Lib II	Central Lib.
Soufriere Comprehensive	779	40	LTA	SALCC-LTA
Vide Bouteille Secondary	680	32.5	Teacher	Orientation SALCC
Vieux Fort Comprehensive A	1997	8	T-L	SALCC-LTA
Vieux Fort Comprehensive B	1087	30	LTA	SALCC-LTA

6. COLLECTION DEVELOPMENT

The questionnaire and the site visits gave an opportunity to assess the collections in the various schools. In general one could observe that the collections are severely deficient to meet the needs of any secondary school program. Many of the books are dated, discoloured, and in one cases mildly (!) infested with bugs. In general the materials are not attractive.

Conversations with many teachers indicated that they usually accumulate the materials that they need for their subjects in the staff room, at their desks or at home. Most indicated that they were not familiar with what was in the library, and assumed that those materials were out of date or not relative to the current programmes. By contrast, other teachers who worked more closely with the teacher-librarians, were able to identify many resources they used regularly both in the circulating collections, reserved collections and reference tools. These latter teachers exerted much greater influence on the selection of materials appropriate to their areas.

In most schools, the administration and the teacher-librarians were urged to **weed** and remove from the school items which were no longer appropriate based on the following criteria:

1. relevance of the materials to the current curriculum and student interests
2. discoloured, defaced or otherwise unattractive material which cannot be rejuvenated without considerable cost and effort
3. outdated, dated, biased or discriminatory materials
4. inappropriate subject matter for the grade, interest, or ability level of these students

It was future suggested that teacher-librarians should evaluate materials in the context of having them rebound. Items that fall into this **bindery** category would include:

1. periodicals for which a published or printed index is available only
2. soft cover non-fiction reference materials which are subject to considerable use
3. highly popular non-fiction books that are difficult to replace due to cost

It would be appropriate for the schools to negotiate with the Central Public Library to see if bindery services can be provided from that source, in what time frame, and at what price.

The collection development process is a **continuous process,** and is closely tied to the curriculum development and implementation process in the school. As teachers become more involved in the inquiry approach to teaching, and as students become more independent in their search for information, a greater depth is required in the collection. Traditionally, the pattern for collection development has followed the following pattern.

6. COLLECTION DEVELOPMENT cont.

1. **Print materials**, in published books, locally produced documents, pamphlets, and material in other print formats. Usually the emphasis is on hard covered non-fiction materials to ensure durability under heavy student use, although some documents would be wisely purchased in soft cover to take advantage of price factors.

Fiction material is an important part of the young adult collection also. It is the basis for much of the modern approach to language arts development to have students read widely in both genre and themes from the library collections to develop literacy and appreciation skills. This aspect of the collection is fundamental to nurture the habit of reading through the years when there are many other attractions on teen interests and attention.

2. Sets of **textbooks** do not normally belong in the library, and of course would not be purchased from funds allocated for library collection development. These materials should be housed in a Textbook Storage Area, or with the content area teacher to whom they are appropriate.

On the other hand, single copies of authorised texts and supplementary texts can have a useful place in the regular collection.

If the library is the only place to house these textbook materials, they should be separated from the regular collection in a storage area, and should not be part of the collection statistics. If the teacher-librarian is required to inventory and manage these materials, additional staff assistance should be provided for the particular times which such activities are needed, whether or not the process is automated.

3. **Periodicals** are a vital part of any young adult collection. They encourage readership, stimulate ideas, and can provide current and up to date information for various types of projects. In this context, there are the equivalent of fiction and non-fiction periodicals ... those that are used for pleasure reading (and more subtle information sources), and those which are curriculum oriented. Both are needed in secondary schools.

Periodicals for which printed indexes are available in the school should be retained in files for reference work. Otherwise, a one or two year backlog is probably all that is needed.

4. **Information Files**, Pamphlet Files, or Vertical Files are an efficient method of organising pictures, pamphlets, brochures, government materials, local history items, photo - copied sources, and newspaper clippings. These files need to be developed, maintained and weeded on a consistent and regular basis. The files should have subject headings that are curriculum oriented, and at the same time parallel to the subject headings used in the public catalogue for users. Students must be taught how to access these files. This area of collection development needs attention in all secondary schools in St. Lucia. While some such files exist, none were of the quality that they should be to support a developing school library and information services programme. Development of Information Files is not a costly item, but it does require a time commitment from the staff member. Volunteers can be very helpful in this activity.

6. COLLECTION DEVELOPMENT cont.

5. **Audio Visual Materials and Equipment** were not found to any degree in any of the schools. In most cases the materials and equipment were with the Language or other specialist teachers, or otherwise stored in the school offices. It would appear that few classrooms are equipped to use overhead projectors. This is quite surprising considering the flexibility of the medium. Video equipment was moved from place to place on a cart, with the usual risks for going up and down stairs where only one set is provided for all the floors

Basically the reliance on **video format** materials seemed to be the norm. This is a very positive move, and consideration should be undertaken to have a collection of educational videos available for loan from one central source. This could be the Central Library, the Teachers Centres, or the Education Documentation Centre. In the interval, steps should be taken to compile a listing of the video tapes that are available in the various subject area, along with their locations so that teachers could share the materials appropriate to their needs. The teacher-librarians could provide helpful assistance in this regard if the Principals endorsed the concept.

As space becomes available in the various re-designed and remodelled libraries, facilities should be provided for the storage, circulation and maintenance of the audio visual collections for the school library. Security factors must be taken into consideration as well.

6. **Electronic media** at this time appears to be restricted to the computer labs that are developing in some schools. Developments in this area are occurring very quickly, and it is hoped that more schools will be encouraged to investigate the potential for inclusion in their teaching programmes in the content area.

6.1 From the perspective of school library development, **library automation** is becoming more and more accessible as the computer programmes are marketed. At the present time CD-ISIS is a very inexpensive programme that was created by UNESCO for all developing countries. This programme is now being used by several special libraries, including the Folk Research Centre, School of Music, National Trust, and others. Staff at SALCC are knowledgeable and willing to help schools discuss their needs in this regard. Other programmes are also available and have many features which make them attractive for school use. Discussions with the Automation Staff member at the Central Public Library could be valuable. In addition the teacher-librarians should be active on the SLAIRS committees related to technology to keep abreast of current developments here on the island as well as abroad.

6.2 **On-Line Public Access Catalogue (OPAC)** At this time no secondary schools have a catalogue of author, title or subject entries for their collection. It would be fruitless to attempt to do this cataloguing process in print or card format at this stage, especially when the automated programmes are so efficient, and certainly far more attractive to young minds and hands. It would be wise for the Ministry to initiate a phased programme for putting OPAC programmes into all secondary schools. It could begin with a model school from which others

6. COLLECTION DEVELOPMENT cont.

could see the benefits and also learn what needs to be done to implement such a system in their school.

6.3 Coupled with the OPAC, are the obvious advantages of a **Circulation module** which makes it far more efficient to handle the management of all the materials in the collection, including the printing of the various reports and statistics which would demonstrate the work that is going on in this regard in the library. At present the manual operations for these functions are inefficient and cumbersome to say the least, and do not generate date easily or quickly.

6.4 More importantly, the possibility to integrate **Compact Disc - Read Only Memory or CD-ROMs** technology with the library automation package is highly advantageous. The additional equipment components are relatively inexpensive.

The wealth of **CD-ROM materials** currently on the market is phenomenal, and more is being added at a cost that schools can readily afford. This will be one way that the schools can add quickly to their collections to cover a wide range of topics in the collection. Some sample materials in this regard are currently available at the OCOD Regional Resource Centre for examination. In some cases, such as encyclopaedias and other reference tools, it would be wise to acquire the CD-ROM versions rather than future print editions. This is especially true considering the investment that has been made in the last decade for sophisticated encyclopaedias in the system. To have these CD materials managed from one file server in the library office is highly desirable. To have more additional computers networked where the students can access the material would be advantageous.

6.5 It is hoped that in the reasonably near future the **CAMDU** consultants in the various content areas will be recommending CD-ROM sources to supplement the materials for curriculum implementation in the various content areas.

6.6 In the initial stages, **networking** the **library listserv** to a computer in the teacher's staff room, and also to the school computer lab would make good sense. It would encourage teachers to use the computer as a teaching tool in their content area, for word processing, for graphic design and other lab functions. In addition, housing a quality printer in the library would make it possible for one staff member to be responsible to collect the fee for student use of the printer and the related paper budget.

7. Access to the **Internet** is highly desirable in all secondary schools. In a similar context to the discussion above, management of this tool should also be undertaken from the school library in close collaboration with the computer specialist on staff. Access points using the network again to the staff room and to the lab would be logical.

6. COLLECTION DEVELOPMENT cont.

Future consideration of the Internet for in-school staff training, after school hours training, and general public access merits investigation.

The most desirable situation would be to have the OPAC, CD-ROM and Internet to be developed into one **seamless web** for student and teacher access. The fewer times the learner has to change systems, the quicker will be the information transfer and the learning curve.

In the case of items 5 -7 6 above, a **technology development plan** should be initiated for each school. It is the responsibility of the teacher-librarian to work closely with the computer specialist and the administration to be forward looking in this regard, and to recognise their responsibility to train teachers to use their resources effectively in the teaching / learning context.

8. **Equipment and Maintenance Services** are of critical importance in managing any collection. Standards need to be developed for the equipment that is being purchased in the system so that parts can be interchanged as needed. Criteria for equipment selection needs to be prepare so that tenders can be prepared to get the best quality for the money ... not just the best price. Service and maintenance contracts need to be part of the original tender consideration.

Generally, the schools should have access to one (or more) equipment **repair technicians** who can keep the equipment operational, and who can train staff members at the school in preventative maintenance.

The following chart provides information about the **Current Collections Development Survey Statistics** in the schools. In most cases the figures are approximate since records of this nature were general inaccessible. When one counts a collection, it is important to count titles rather than volumes. Multiple copies of the same title does not add significantly to the collection. A variety of title is generally more advantageous for reference and research work.

The proposed collection figures are based on the standards established in North America and Australia. While they appear to be generous, in fact they are quite low by the above standards. In order to run a proper library programme, titles in these quantities are vitally important regardless of the format of the materials.

Current Collection Development Survey Statistics

School	Enrolment Sept 97	Current Collection	Proposed Collection
Bocage Secondary	560	500	5,000
Castries Comprehensive	837	4,629	9,000
Choiseul Secondary	589	700	7,000
Clendon Mason (Dennery)	650	500	7,000
Corinth Secondary	744	1,500	7,000
Entreport Secondary	697	4,500	7,000
George Charles (Cul de Sac)	710	1,800	7,000
Leon Hess Comprehensive	811	7,500	8,000
Micoud Secondary	884	1,800	9,000
St. Joseph's Convent	709	3,800	7,000
St. Mary's College	620	3,800	7,000
Sir Ira Simmons Secondary	783	1,500	8,000
Soufriere Comprehensive	779	2,000	8,000
Vide Bouteille Secondary	680	1,500	7,000
Vieux Fort Comprehensive A	1997	4,600	10,000
Vieux Fort Comprehensive B	1087	5,000	10,000

It is suggested that a development plan to upgrade the collections over a five year period be brought forward by the School Library Specialist.

It is further suggested that some special attention should be given to the schools which have critically limited resources **when there is a commitment to have space and staff on a full time basis to look after and use the resources in a responsible manner.**

It is further suggested that a plan be developed to establish some schools with **model collections,** especially in the areas of the quality reference tools, video collections and the CD-ROMs so that these school libraries could demonstrate the integration of the materials into the teaching programs, and could provide basis for recommendations to other schools to purchase similar or alternative materials.

At the Ministry level, there is a need for an **Education Documentation Centre.** This unit would parallel the National Documentation Centre, but would specialise in education related materials. It would house, access and co-ordinate all the documents that are generated by the various units of this Ministry. In addition the Centre staff would collect both retrospective and current materials to develop a significant repository on the development of education in St. Lucia.

This Centre would include Ministry documents, but consideration could also be given to also collecting the various research studies, action research, reports and documents that are created by students in the Teacher Training Division at Sir Arthur Lewis Community College. Similarly, any documentation from personnel in the field of education who have gone abroad to study could be particularly valuable for local reference purposes.

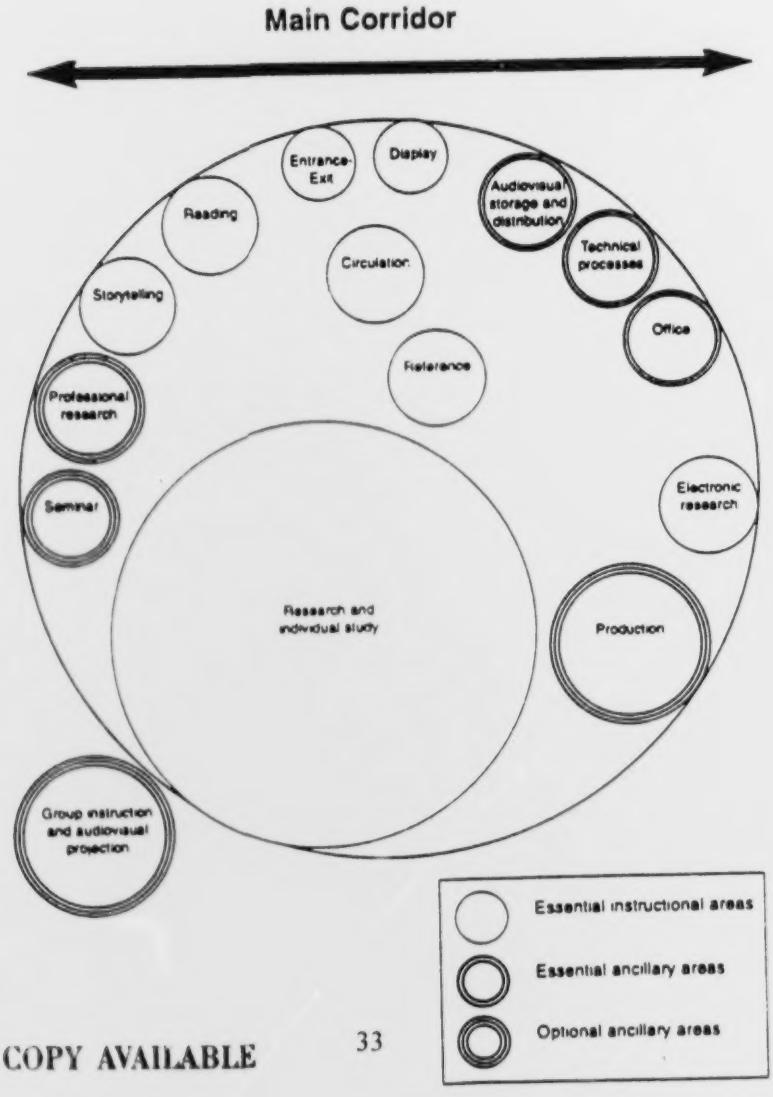
It is very difficult at the present time to trace or access documents that have been produced by the various units or staff of the Ministry. In the case of retrospective documentation, it is almost impossible to find them.

In its initial stages, the School Library Specialist and one Library Assistant could be charged to initiate this project. However, this Centre would require a professional librarian full time to maintain its research and organizational functions. Library automation, including on-line access, would be an invaluable tool to connect the data bases in the Centre with other institutions in the country

7. FACILITIES, EQUIPMENT AND PLANNING

In this review, the school library facilities were taken into consideration. Most sites have been designed following a traditional public library model. The scope or components of the "school library programme" have not been an apparent factor in these designs. Some of the settings are very attractive and functional. Others are in need of re-organization and re-design. Recommendations in this regard are provided in the individual school sections.

The following diagram outlines the relationship of spaces that one might expect to find in a school with a developed library programme. [This material is adapted from a working draft document from **Manitoba. Ministry of Education and Training** (1997) entitled: ***Planning School Libraries - Guidelines for Kindergarten to Senior 4 School Library Facilities.***] Three levels of development are noted. The juxtaposition of services is recommended according to the kinds of activities and the access to resources.



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Facilities Planning Considerations:

When planning to remodel or develop a school library the following considerations are of highest importance in discussion with the architectural designers and the school administrators:

- a barrier-free learning environment and unimpeded physical access for all users
- easy access that encourages frequent use and allows for traffic flow with minimal interruptions and distractions.
- comfortable, efficient, and safe working environment for students, teachers, administrators and library staff.
- a functional design and arrangement, and an aesthetically pleasing environment
- flexibility to accommodate changing needs without extensive re-design

1. **Essential instructional space** for
    1. research and individual study
    2. reference and information services: both print and electronic
    3. reading, listening and viewing areas
    4. display and exhibit space
    5. circulation and materials control centre

2. **Ancillary space** for
    6. office and administrative functions
    7. materials preparation and technical services
    8. audiovisual hardware, storage and distribution areas

3. **Optional ancillary space** for
    9. seminars and small group work
    10. large group instruction, audiovisual projection, media presentations

4. Natural and requisite artificial lighting and acoustical treatment of facilities

5. Necessary electrical power, light control, circuit surge protection and electronic capabilities to meet the needs of a changing technological environment, telephone and intercommunication devices, sound control

6. Unobtrusive security of materials and equipment during the school day and additional electronic or other security measures during non-use hours.

Essential Programming Areas:

INSTRUCTIONAL SPACE

School library instructional space comprises the following areas:

1. **Research and Individual Study Areas**

Considerations:

- capacity for a minimum of 10 to 15 per cent of the student body, but at least one full class at a time
- perimeter and/or free-standing standardized adjustable wood shelving for books and back issues of periodicals
- shelving for current periodicals, paperbacks, and non-print materials such as large charts, maps, videotapes, audio-cassettes, compact disks, computer diskettes, CD-ROMs, newspapers, and audio visual kits
- a variety of tables and chairs for flexible use by individuals and groups
- tables, counters, carrels, and carts to accommodate a variety of equipment
- filing cabinets for pictures, pamphlets, newspaper clippings to be accessible for public use
- sufficient electrical outlets on different circuits
- cable installations and computer terminals for use in computer assisted instruction
- Location: in a low-traffic area of the library to minimize noise

2. **Reference and Information Services: Both Print and Electronic**

- automated or card catalogue, and computer terminals
- shelving for periodical indexes and reference collection
- dictionary and atlas stand(s)
- electrical outlets for use of technological equipment (computers modems, CD-ROMs, and microform readers)
- locking devices to secure computers to their locations
- uninterrupted power supply
- Location: within easy access to circulation, entrance-exit, research and individual study areas, and office area
  This research centre is not to be confused with the school's computer laboratory facility. The two facilities could be networked and use the fileserver housed in the library office.

3. **Reading, Listening & Viewing Areas**

- comfortable seating, lounge chairs
- inviting atmosphere, including carpeting throughout
- portable chalkboard and bulletin board
- pull-down wall screen
- electrical outlets for audio visual equipment
- listening facilities, including headsets
- display facilities for current periodicals and paperbacks
- display bulletin board
- display and exhibit facilities, lockable, for theme displays, new materials etc
- Location: within easy access to popular print collection, paperback collection, recordings and audiotapes

7. FACILITIES, EQUIPMENT AND PLANNING cont

4. **Display and Exhibit Areas**
   - functional and readily accessible bulletin boards
   - built-in, glazed, and lockable display cases
   - electrical outlets for audiovisual or computer displays
   - Location: visible and conveniently accessible from heavy traffic areas of the school, such as close to the main library entrance-exit area

5. **Circulation and Materials Control Centre**
   - shelving for collection of reserve materials
   - specialized and relocatable circulation desk
   - computer terminals for materials circulation
   - electronic security materials control system
   - uninterrupted power supply
   - book trucks - photocopier - bulletin board
   - Location: near entrance-exit, reference, office areas

5.1 **Entrance-Exit Area**
   - one double doorway
   - convenient flow of heavy traffic in and out of the library
   - electronic security surveillance system
   - Location: near regular classrooms, visible from office area, and near circulation, audiovisual hardware storage and distribution areas

ANCILLIARY SPACE: ADMINISTRATION AND PROGRAMMING

The ancilliary areas and the functions that they facilitate and support are described below. While some of the areas may be combined, attention to the services should be given in each case. A suggested guide is provided for the ancillary space in relation to the space that is provided for the essential instructional space.

Essential Instructional Space	Essential Ancillary Space for Administration and Programming		
	Office	Technical Processes	Audiovisual Storage and Distribution
102.2 m^2 (1100 $ft.^2$)	9.29 m^2 (100 $ft.^2$)	13.94 m^2 (150 $ft.^2$)	18.58 m^2 (200 $ft.^2$)
185.8 m^2 (2000 $ft.^2$)	9.29 m^2 (100 $ft.^2$)	13.94 m^2 (150 $ft.^2$)	18.58 m^2 (200 $ft.^2$)
278.7 m^2 (3000 $ft.^2$)	9.29 m^2 (100 $ft.^2$)	18.58 m^2 (200 $ft.^2$)	23.23 m^2 (250 $ft.^2$)
371.6 m^2 (4000 $ft.^2$)	16.26 m^2 (175 $ft.^2$)	18.58 m^2 (200 $ft.^2$)	27.87 m^2 (300 $ft.^2$)
464.5 m^2 (5000 $ft.^2$)	2 x 9.29 m^2 (2 x 100 $ft.^2$)	23.23 m^2 (250 $ft.^2$)	27.87 m^2 (300 $ft.^2$)

7. FACILITIES, EQUIPMENT AND PLANNING cont

6. **Office and Administrative Functions**:
- Work space for the teacher-librarian and support staff
- desks, chairs, tables, cabinets
- storage for administrative files
- wiring for telephone, computer system and fax machine
- adjustable wooden shelf units for storage of professional resources such as library catalogues, bibliographies, and reference materials
- partial glazing to allow for visual supervision of the library space
- access to photocopier
- minimum recommended size: 9.29 sq. m. (100 sq. ft.)
- Location: within easy access to circulation area, reference area, electronic research and technical services and materials production areas.

7. **Materials Preparation and Technical Services**
- typewriter with desk and chair
- computer terminal, CD-ROM, and printer
- telephone jacks and electrical outlets
- book trucks and carts
- shelf list cabinet
- work tables and filing cabinets
- sink and counter
- display materials, audiovisual supplies, poster, charts and large map storage
- built-in adjustable wood shelving and cupboards for storage of
  - materials being processed and repaired
  - materials used in processing and repair
- flat storage for display materials, posters, charts and materials used in processing and repair
- partial glazing to allow for visual supervision of circulation and entrance-exit areas
- minimum recommended size: 13.94 sq. m. (150 sq. ft.)
- Location: close to circulation, entrance-exit, and office areas

8. **Audiovisual Hardware Storage and Distribution Area**

- sufficient access and space for numerous audiovisual carts and large or heavy equipment
- doorway wide enough to accommodate large carts with televisions and videocassette recorders
- workbench for minor equipment repairs
- adequate power supply to check equipment
- projector screen storage

7. FACILITIES, EQUIPMENT AND PLANNING cont.

8. Audiovisual Hardware Storage and Distribution Area cont.

- storage for parts, lamps and equipment under repair
- built-in cupboards with locks to house small format audio visual equipment such as stereos, cassette recorders, cameras, microphones and supplies
- adjustable wooden shelving for storage of display materials, audiovisual supplies posters, charts and large maps.
- minimum size recommended: 18.58 sq. m. or 200 sq. ft.
- access through library ONLY
- Location: in secured area; near library entrance, corridor, and elevator if building is more than one floor

Optional Programming Areas

This section addresses the need for space for other programme related activities in the areas of

9. **Seminar and Small Group Work**

- table, chairs for six students
- chalkboard
- built-in wall shelving for research materials
- glazed window facing into regular library area
- access only from regular library area
- minimum size recommended" 9.29 sq. m or 100 sq. ft.

10. **Large group instruction, audiovisual projection, media presentations**

- seating accommodation for large groups, multiple classes
- electrical outlets at both front and back of classroom
- large pull-down wall screen
- speaker system (may be movable from Library Collection)
- television monitors and VCR (may be movable from Library Collection)
- chalk board
- recommended size: 69.68 sq. m or 750 sq. ft.

Location: adjacent to library

It is possible to combine these facilities in areas of the school adjacent to the library, or they can be part of the integrated design.

Environmental Controls and Design

Size and Expansion

The size of the school library is determined according to the scope of the instructional programme that is implemented in it. Planning should also address the speed with which technological change can be affected in the school system.

Future expansion may be facilitated by locating the school library adjacent to classrooms or exteriors walls, and as far as possible from stairwells, washrooms, and load-bearing walls.

7. FACILITIES, EQUIPMENT AND PLANNING cont.

Location:

The school library should be located

- in an area readily accessible from all instructional areas of the school
- away from noisy activity areas such as major exits, lunchrooms, music and practice rooms, gymnasiums, or industrial arts facilities

Temperature, Ventilation, and Humidity

Flow of air and temperature control is necessary for the comfort of users and the preservation of materials.

Consideration should be given to proper ventilation for photocopiers.

Temperature and humidity control must be taken into consideration with the use of computer technology in the library area.

To facilitate cooling efficiency in areas incorporating skylights or extensive windows, ceiling fans should be installed. Window blinds or coverings should be available to cut out direct sun rays.

Lighting

Quality of light in the school library is as important as quantity. Mixing incandescent and florescent light improves warmth and comfort:

- florescent lights should be used above tall shelves to enable students and staff to read the labels on materials
- incandescent lights should be used above tables and working surfaces to avoid glare

Natural light is desirable, however, glazing reduces the amount of perimeter shelf space available for housing learning resources. Large expanses of glass in the form of windows or skylights may be distracting and would require darkening during audiovisual activities.

Electrical Requirements

Sufficient electrical circuits must be provided to avoid overloading.

Each room should have electrical outlets appropriate to the functions of the space.

Special electrical outlets are required for

- security systems
- automated library circulation systems
- electronic communication systems
- automated on-line public catalogues, networked in the school

When carpeting is used, installation of an anti-static variety is recommended.

7. FACILITIES, EQUIPMENT AND PLANNING cont.

Sound and Acoustics:

Sound-absorbent surfaces and flooring such as carpeting or cork are recommended for use throughout the school library to ensure acceptable noise levels in specific programming areas. Strategic placement of shelving and use of materials with absorbent qualities affect sound transmission.

Covers should be used to eliminate or alleviate noise production from computer hardware. Server towers should be housed in the library office or workroom areas.

Security

For security purposes, the school library must be self-contained with one major entrance-exit area. It is strongly suggested that any doors in the library beyond the main entrance-exit be designed as fire exits only and be wired with bells to alarm unnecessary exiting.

The juxtaposition of the circulation area, office, workroom, and audiovisual storage areas and the extrance-exit area is crucial in controlling loss of materials and equipment. Visual supervision from the circulation, office and workroom areas is also essential.

Consideration to installing an electronic security materials control system to protect the increasing amount of expensive, attractive, and popular material and electronic equipment housed in the school library. Placement of this system should not interfere with computer use in the school library.

All doors in the various areas comprising the school library suite must be equipped with locks, and with a master key for the teacher-librarian.

It is suggested that the facility might be monitored by an electronic security surveillance system when not in regular use.

Aesthetics

Attractive and welcoming school libraries invite use of resources. the tasteful use of wall coverings, graphics,, and carpet colours and textures improves the library atmosphere.

Windows, plants, signs, display areas, and comfortable furniture all contribute to brightness and warmth. Colour can lend interest and variety.

7. FACILITIES, EQUIPMENT AND PLANNING cont.

Traffic Patterns

Control of traffic patterns prevents students from using the library as a corridor for rushing from one area of the school to another. Internal traffic patterns must be related to:

- defining programming areas
  eg. heavy traffic in circulation area
  light traffic in the research and independent study area
- the natural flow from the reference area to the materials and equipment housed in the research and individual study area, and then to the areas where the material and equipment are used.
- the flow of individuals and groups in and out of the school library at end of periods

Provision must be made for unimpeded access by persons with mobility difficulties. Doorways must be wide enough to admit wheelchairs. Floors should be flush with the outside access corridor, or ramps should be provided.

Space should be designed for convenient flow of traffic and easy supervision, with no hidden alcoves or books shelves that obstruct sight lines.

One floor level, versus two floors, is strongly recommended for the ease of movement by students, and of materials and equipment.

8. STRATEGIES FOR IMPLEMENTATION

There are many strategies for the implementation of a school library programme. The following chart outlines some possible approaches. The process is cyclical rather than linear. Some stages might be carried on simultaneously while others are in the planning stage. It is imperative that the "learning process" drive the implementation plan, rather than the "physical and materials development aspects."

	Stages in the Implementation Process
9.	**Staff Assessment, Programme Evaluation & Recycling Processes**
8.	**Curriculum Development, Implementation and Evaluation in Schools**
7.	**Integration of Skill Development Processes into Classroom Teaching**
6.	**Skill Development Processes**
5.	**Collection & Technology: Acquisition, Organization & Training**
4.	**Facilities: Re-Design, Rennovation, or New Structures**
3.	**Staffing: Professional and Support Personnel**
2.	**Staff Involvement / Administrative Support / Educational Leadership / Community Involvement**
1.	**Principal's Commitment**
0.	**Ministerial Endorsement**

Stage 0. At the **Ministry** level, it is important that a signal be sent to all schools that using libraries, reading, and technology are important ways to improve the learning process. As administrators and teachers understand that changes of this nature are endorsed, they will need assistance in learning how to adapt to the new environments and methodologies. In this regard, therefore, a series of **policy statements** from the Ministry will help set the framework. Included in the list of documents, one might consider:

1. School Libraries and Information Technology
2. Resource-Based Learning
3. Cooperative Planning and Teaching
4. The School's Role in Curriculum Implementation
5. Information Processing Skills for the Future

Leadership from a **School Library Specialist** who would work as an in-school consultant on school library development with Principals to plan and implement their action plans. This staff member needs to be seen as a practitioner who can enunciate the philosophy and then follow up with training for the school library staff to apply the principles in the regular school curriculum. This Ministry staff member should work at the same level as an Education Officer in the Curriculum Development Unit. It would of course be advantageous to plan for the future when there might be a similar consultant position with each of the

Regional Education Offices to work locally with administrators and teachers in curriculum implementation and school library programming.

The Ministry could also give consideration to establishing three or four **model school libraries**, say one elementary and one secondary in the Castries area, and one of each outside of the Castries area. These centres would need to be set up in schools with quality educational administrators, teacher-librarians with outstanding teaching and leadership experience, and special funding to adapt the facilities and build the collection. The model settings should be located so that they could be used by teachers-in-training and the Faculty at SALCC for demonstration purposes.

It would seem that the Ministry might also undertake a **school library facilities review** in which recommendations for phased and long term re-design and development in each school would be projected. In addition, a **funding proposal** to undertake this work would need to be provided. (It is important however, that the model programme be initiated while this review and proposal development is going on in the other schools.)

Stage 1. As the **instructional leader** in the school, the **principal** will address the importance of resource-based learning in all content areas. A clear understanding of the principles involved will make it much easier to sell the concept to the staff and to the community. That reading is fundamental to all learning is a message that most people will understand and accept. That the school library is a vehicle to develop these skills along with strong research and thinking skills is goal that most citizens would endorse.

Stage 2. The **advocacy** in the community for a strong school library programme must come from the school administration and the staff. Opportunities to discuss the concept with the staff to ensure that there is acceptance and understanding is a basis starting point. Community involvement comes with an appreciation of the goals of the programme. As these are enunciated, the community understands the financial and educational investment that is needed to help their children become "educated citizens", who have "learned how to learn" for themselves.

Stage 3. To initiate a school library programme it is critical that the staff member chosen to lead in the school library programme as the **teacher-librarian** have:

- a creditable classroom teaching record
- acceptance by the staff as a leader among peers
- appropriate training in school library organization and administration
- initiative to learn to work with new technologies
- ability to communicate well with both adults and students
- passionate desire to develop a love of reading in all children
- good listening skills
- willingness to attend to the technical details of organization

In addition, it is highly desirable to have a **support staff** member who can work with the technical aspects of the program, while the teacher-librarian works with the teachers and

the students. This position may be a library technician and / or a library clerk, according to the needs of the school. As support staff members, there is need for training and regular professional development opportunities. Salary remuneration should be appropriate to the training and to the level of responsibility undertaken in the library. The role of the library staff in cooperative planning and teaching activities with the teachers from the beginning stages is a priority.

*** *Whether stage 4 or 5 comes first, or whether they are developed together is not of major importance. It is imperative that a plan be developed so that the needs in both areas are addressed in terms of "educational requirements".* ***

Stage 4. Many of the **facilities** in the system now are too small to properly implement a quality school library programme. However they all have the potential for development. Recommendations in this regard are provided for each school.

A systematic plan for developing the schools needs to be drawn up, with funding implications established, and priorities assigned.

In the meantime, however, Principal and Librarian can adapt the local situations to meet initial needs. A re-examination of the current facilities, re-location of shelving, cupboards and tables can start the process. Assignment of unrelated activities now housed in the libraries may be re-located elsewhere in the school. Several schools have the potential for introduction of new programming ideas at this time. As the concept grows and demands increase, it will be important to have an expansion plan in place.

Details of facilities design and development appear elsewhere in this paper.

Stage 5. Collection & Technology are areas that need to be addressed. All schools in the system are short of materials. The section of this document on **COLLECTION DEVELOPMENT** addresses the components of this task.

However, the role of all teachers in developing the collection must be kept as a high priority. Their expertise is invaluable in acquiring the "right book for the right child" or the "right source for the right topic."

Local sources of funding can be approached to assist in developing "their" quality information centre for the school and/or community.

Awareness of the developments in technology is important so that St. Lucian students can have access to appropriate resources, and can develop the skills necessary to access this material regardless of where they live on the island.

Stage 6. Staff development is a major consideration. With the background in methodologies related to passing CXC Examinations that is quite apparent in some schools, it will be a major challenge to get staff to consider other alternatives.

1. The teacher-librarian and the principal need to have an opportunity to study and work together under **a tutor or mentor** who will prepare them for the leadership necessary to implement this programme. The School Library Specialist has a major responsibility here. It may also be possible to acquire external consultative assistance.

2. SALCC should be asked to develop a **special summer programme** to train the library staff in "Resource Based Learning" and "Cooperative Teaching and Learning" with practical and on-site workshop ideas. There needs to be time in these sessions for both Principals and Teacher-Librarians to work together as a team. It is not necessary that both take all the sessions together; separate sessions on some topics would be helpful.

3. The Consultants at **CAMDU** need to be recruited to help teachers learn the strategies necessary to have students do independent research and the skills needed to successfully use the library for School Based Assessment Projects. Workshops need to be arranged to do this training for content area teachers in practical hands-on settings.

4. The teacher-librarian will need to work patiently and carefully with the teachers to recruit the most **progressive of the teacher**(s) who are likely to become advocates and supporters. Once projects have been completed with them, and when their students are developing quality independent learning skills, these teachers will become spokespersons on "how to make it work".

5. To be successful with a few **quality projects** during the first term is more important that to try to work with all the staff. In addition it is more practical to first hone one's skills with the willing, able and eager.

6. The development of strategies for problem solving such as the BIG SIX, designed by Michael Eisenberg and Robert Berkowitz (1988) [or other similar approaches] with the teachers is highly desirable. This approach is practical and student-centred.

An outline of the steps involved in this process follows. Each step needs teaching and practise until it is mastered. The most important is the task definition stage. If the research question or the project assignment is designed well, then the students have a chance to learn the skills needed to complete it successfully. Similarly the other steps need to be taught. It cannot be assumed that students know how to do these steps. It is also critical that no steps be omitted in the learning process.

THE BIG SIX GUIDE TO INFORMATION PROBLEM SOLVING

1. Task Definition
   - Define the problem
   - Identify the informaiton needed

2. Information Seeking Strategies
   - Brainstorm all possible sources
   - Select the best sources

3. Location and Access
   - Locate sources (intellectually / physically)
   - Find information within sources

4. Use of information
   - Engage (read, listen, view)
   - Extract relevant information

5. Synthesis
   - Organize information from multiple sources
   - Present the results

6. Evaluation
   - Judge the results (effectiveness)
   - Judge the process (efficiency)

7. One needs to remember that many teachers have not had the opportunity to use a quality school library in their student days, nor in their teacher training experience. Therefore it would be valuable for the teacher-librarian and the teacher to work closely on all the activities they plan for the students. Through this **teamwork**, they both will learn the skills necessary for the project to be successful. And it is equally important that they team on the presentation and evaluation with the students as the skills are being mastered.

8. Awareness of the skills that are necessary to be successful in any project comes mostly in doing the project with the students, and **refining** the process when the skills are **recycled.**

9. Knowledge of the **specific individual learning skills** needed to be successful in a specific course content can be shared by the teacher(s) as the skill lists are developed for the grade and the subject. Ultimately the compilation of skill lists by grade and/or by subject can

be a useful (but time consuming) learning activity for both teachers and teacher-librarian. The objective is not to have a "final" list, but rather to see where the skills are used across disciplines, and how teachers can work together to re-enforce the learning.

10. Drafting a student research handbook with Heads of Department in response to the needs for the School Based Assessment projects would be valuable also. Ultimately a teacher designed handbook used in common in all schools could be helpful.

11. The teacher-librarian and the local **public librarian** must meet together regularly to plan activities that will involve both the teachers and students in more effective use of the resources. This includes sharing of information on what projects are being undertaken, and what the expectations are for learning outcomes. The sharing of information on available resources would be particularly helpful in advance of the start of any project.

12. Communicating information about the successful projects to the staff and to the community is important at this stage. If there is any way that the **Education Officer** for the area can be involved in this process, important strides might also be taken in the articulation from primary to elementary to secondary school programmes.

13. It is expected that the School Library Specialist would be involved in the development of the programme and would act as a coach and **mentor** to the school librarian and the principal as they work out the dimensions that are most appropriate to their school. This would mean that the School Library Specialist would need to be available on a regular basis to work with both teachers and students to model processes and to assist in evaluation and programme re-design.

14. As the Principal carries out **staff evaluations**, the involvement of the staff member in research and reading development activities through the library can be encouraged. Plans for improvement in this area can be prepared at the time of the evaluation.

15. Introduction to the staff of materials about the school library programme from outside **literature** could be useful at this time. Access to publications or articles for the professional collection through SALCC and the Public Library is a wise step. Access to several listservs and other electronic services related to BIG SIX would be particularly valuable also.

Stage 7. Integration of Skill Development Processes into Classroom Teaching.

As the skills are developed, [as in 6 above], the process becomes **integrated** into the regular classroom teaching programme. As teachers accept the **processes**, they plan their lessons to involve individual / independent learning skill development along with the regular **content** in their specialty area.

The **problem solving approach** to **independent learning skill development** does

not take away from the content of the regular curriculum. Resource-based learning is intend -ed to help the teacher address the concepts in the content, to manage the student learning according to the multiple intelligences and to adapt assignments to various learning styles in the classroom.

As more and more teachers become involved in using the library in their course work, there will be opportunities for **interdisciplinary teaching** to occur. As this happens the school and the public libraries have the potential to function more effectively.

Stage 8. Curriculum Development, Implementation and Evaluation in Schools

The school library programme becomes another **vehicle** to be used in the evaluation of how effectively students are becoming independent learners and critical thinkers. As students can take the initiative to discover for themselves, to develop the joy of reading and to use research as part of their regular life style, the local school curriculum will evolve to meet community and national needs.

Resource-based learning is an ideal approach to facilitate the implementation of changes in the national curriculum.

- Programme outlines can be aligned with problem solving strategies.
- Student learning outcomes can be assessed based on the development of independent learning skills.
- The provision of support materials which has been specially designed for the "process" learning which is involved.
- Through the staff development training programmes to introduce the changed content and process, cooperative or collaborative planning and teaching strategies can be initiated.

During the **curriculum evaluation process**, teachers and administrators would have an opportunity to address the level of student skill development,
the master of concepts,
the access to appropriate resources, and
the teaching methodologies used to achieve the specific learning objectives in the new programme. The place of the school library programme in this stage of the evaluation could be enhanced.

Stage 9. Staff Assessment, Program Evaluation & Recycling Processes

Library programme development is a **cyclical process**. As teachers become more sophisticated in their lesson planning and presentation, the quality of skill development increases, and the demands on the collection (and facilities) change.

The teacher-librarian and teacher should carefully **evaluate** each lesson and each project. Student participation in this process will enhance each individual's understanding of the processes that are involved, and their level of success in becoming more independent learners.

The intention is that skills will be re-cycled many times until they become learning habits with the students. Therefore, project design needs to be critically examined regularly to see that opportunity to **learn** new skills, to **practise** recently acquired skills, and to **re-enforce** "old" skills are always undertaken. It is particularly important that students learn to identify the stages of the problem solving approach, to call them by name, and to realize when they have used a process successfully.

The Principal is in a position to assist **staff** to assess the degree that they use the school library and the skill development they have personally. As well, the Principal can help the staff assess the ways they have developed creativity and independence in their students. As new resources are added to the collection, and electronic technology is acquired, staff need opportunity to learn how to use them. The teacher-librarian is expected to carry out this orientation programme.

In **summary,** the strategies for implementation are limited only by the imagination of the leaders in the school. There are many aspects of a school library programme that can be undertaken without a major cash investment. At the same time, it is recognized that additional resources are needed in all the schools in this study ... in both print and electronic media. It is strongly recommended that the programme be introduced slowly and systematically, and that a clear commitment to long term development is given at the outset.

QUANTUM IMPACT: PRINCIPALS' COMMENTS

As part of the interviews and site visits each principal was invited to synthesise the discussion by writing a comment on what the left the quantum result of the implementation of a programme of school library and information in their schools would be. The comments are listed below. They are in no particular order, and the authors have not been identified at their request. This question was suggested by Dr. N. London, World Bank Researcher working with the Ministry of Education on the long range educational plan.

Direct quotes:

1. Library development would enable students to become independent learners. Through the process of skills teaching / learning they would shift focus from individualized learners to co-operative learners. Students would have more autonomy over their own learning, thereby making them more confident and less reliant on their teachers.

2. Quality of students produced with the help of updated functional and integrated library services would be significantly enhanced. Such a student can play a more meaningful and significant role in society. The task ahead is difficult; costly, but not impossible.

3. Ministry of Education should provide every school on the Island with a "fully functioning library". Funds must be allocated for this.

4. If discussions prove fruitful, schooling here should experience a tremendous and positive impact.

5. More informed and enquiry conscious students will be produced. Better performance on the exams will be noted. More stable students in terms of their behaviour, attitudes, etc. will result.

6. I believe that if our school library is upgraded, and provided with the most modern facilities, we would be providing students with a facility where they can really get the necessary skills and we would be encouraging staff to make better use of the school library. Our library lacks the facilities starting with the building itself. We speak a lot of computerising and preparing students for the 21 st century, with the related technology changes. So I believe since we're so close to entering this century all libraries should be upgraded almost immediately.

7. If the requests are considered, the students performances will improve in all areas and at all levels, since the quality of work presented by the students depends on the quality of information and other materials provided by the school and other supporting institutions. Principals need a school library specialist to guide their decisions in developing programmes.

8. At the moment there is need for the school libraries to plan a more meaningful role in the teaching / learning process. Proper facilities would result in:

a - better services, varied services

b - greater use of the library

c - librarian planning a more pivotal role in the teaching / learning process - through collection development, preparing needed information, directing teachers / students to satisfy their needs

d - more independent learning.

9. The library should be seen as an asset to and an integral part of the development of the school (both students and staff)

The school - librarian should be employed on a full time basis, (as a Teacher-Librarian) to be able to provide the students and staff with the quality and services which are beneficial to the school.

10. If all the proposals discussed today could be realised, our library services could be enhanced tremendously. The services to our teachers and students would be evident in every aspect of the teaching / learning process.

11. If the recommendations of this survey are implemented, the quality of teaching / learning done in this school will be greatly enhanced. Students will have the opportunity to be independent learners, seeking information out for themselves, learning will become more exciting. The teacher's job will become more manageable.

12. Positive impact on students and teachers. Students would be motivated to learn. Teachers would be motivated to teach. School would become a pleasant learning environment. Library would be user friendly.

Overall uplift of standards of education of the school resulting in improved discipline and performance on internal and external examinations. Positive impact on the community with students wanting to continue their education after graduation.

13. In addition to more up-to-date resources and equipment, there is need to have some sessions with teachers to help them to see the link between the library (resource centre) and their own teaching in the classrooms.

Link also needs to be established between the teacher-librarian and the subject teachers (for more productive teaching - learning)

Link to be established between the school and the district public library on a broader scale.

14. The teaching / learning process would be greatly enhanced. Both students and teachers will develop a love and appreciation for using the library and in reading for pleasure.

15. My desire is that students will want to read for the sake of reading and to acquire knowledge simply to be informed.

RECOMMENDATIONS

The following recommendations for school library and information services are set out in groups according to the various constituent players. While several recommendations cross over boundaries, there is an attempt to place them first within the category with the perceived major area of responsibility for implementation. In general the recommendations are placed in order of priority based on observations during the site visits and on recommendations for the stakeholders.

MINISTRY OF EDUCATION

1. That the Ministry of Education make a clear **policy statement** to the community at large, to school personnel and to all others working in education in St. Lucia that school library and information services is a priority in the development and implementation of the evolving curriculum and in the teaching / learning process.

2. It is imperative that an **Acting Director** for the National Library Information Services be appointed as soon as possible. [While Mrs. Naula Williams still holds this office in theory, her responsibilities as the Documentalist for OECS are far too demanding for her to be able to do the type of co-ordinating work needed in this office.]

The person appointed to this office will need to have

- quality leadership skills to co-ordinate and collaborate with the various libraries in St. Lucia and abroad.
- experience in management at a senior level.
- ability to do strategic planning, to look for alternatives, and to implement programs effectively
- ability to draft policy for the appropriate authorities relative to the advancement of the school library and information services, as well as education generally

[Until a Chief Librarian is appointed, the Acting Director will need to handle the management of the Public Library System. This is intended only as a temporary measure until a suitable candidate can be found.]

2. That the Ministry undertake the writing of **policy development** in the following areas:

2.1 **National Library and Information Services**

There are several documents which describe the projected service, but there does not seem to be any clear statement of the scope of the service. In the light of trends to use electronic technology widely in education on the island, a clear and concise statement is needed to point the direction for the future.

2.2 **Public Library Act**

The current Act is in need of revision to bring it in line with changes in the concept of the modern library serving the needs of life-long learners. It also needs to address the changes that implementation of the electronic technology will bring.

2.3 **Integration of Public Library Services and Technology**

The Public Library System is in an ideal position to lead in the provision of electronic information services in all communities of the country. The Branch Libraries can be local access nodes, as well as training centres for citizens who need to use various types of data bases connected from the Central Library, or via the Internet.

Electronic nodes might also be provided in areas which are too small to support the traditional concept of a branch library. The use of school buildings after regular school hours might be an important aspect of this proposal.

2.4 **Purpose and Role of the Public Library System to provide for Personal and Individual Development**

The modern perspective of school library services is that it will take an active and leadership role in the development of clients to become independent users and life-long learners. As these programmes are put in place, there will be a dramatic change in the types of services provided. Hence it is important that this policy be enunciated to the clients to give them a perspective on new directions.

2.5 **Reading as a Life-Long Skill**

The place of reading in the development of all citizens is a high priority. As the nation moves to greater uses of technology in education, it is imperative that reading remains high in the list of skills to be developed by all learners. A proposal for Reading Research is appended for consideration in this regard.

2.6 **Joint School-Public Library Branch Facilities**

Given the population densities in various parts of the country, there are some communities where the combining of the school library and the public library branch services in one appropriate designed facility could be advantageous to all constituents. While there is an immediate implication for saving funds, the need for appropriate staffing, collections and facilities for the dual service components is important.

A policy document in this regard would outline the strengths and weaknesses of combined systems, and would set out the working parameters needed to initiate a joint setting. Considerable research been done in this area in Canada, United States and Australia.

2.7 **Human Resources Development with provision for Staffing - Allocation, Training and Supervision**

A clear statement of expectations for training, performance and supervision of staff working in the library and information services area would give the unit some status among the other professionals in the educational component. At the present time the image of persons working school library and information services is not particularly high. While such

credibility is earned, a statement of the expectations of the role from Ministry would be particularly valuable.

3. The appointment of a **Chief Librarian** is of utmost importance. An institution of the size of the central library, its 15 branches, and other support services must have quality and dedicated leadership. While the current individual is valiantly attempting to fill the gap, she is being stretched in several directions, and is not able to devote her full attention to her major responsibilities.

It is imperative that the individual who is charged with this position :

- be sensitive to the developmental needs of the community
- have a leadership style that will engender contact with the public and community to develop a strong library image serving all segments of the population
- show management ability that develops a strong team approach, and encourages commitment by the staff to the library information services vision
- be willing to develop new programmes to meet user and community needs

3. That a position of **School Library Specialist** be established at the earliest possible date.

At this time there is no one in the system who is charged with the development of School Library Services. The public library system attempts to handle some of the acquisition work for the secondary schools, but takes no other significant responsibility for consultation or leadership.

However, when the Ministry appoints a School Library Specialist, this person could undertake a systematic approach to development of school library services, initiation of school library programmes, and advocacy with the various education units to integrate the school library programme into all other aspects of the educational system.

It is imperative that the individual who is chosen to lead this portfolio, must have

- quality leadership skills,
- excellent management ability,
- a vision for school library and information services at all levels in education,
- demonstrated skills in strategic planning, and
- ability to initiate viable alternatives to meet local needs
- willing to travel regularly to schools on the island on a systematic basis
- able to initiate, plan and deliver quality training sessions for all levels of personnel
- ability to draft policy documents for the appropriate authorities relative to the advancement of school library and information services and education.

4. **Clarification of the School Library Information Services Programme**

With or without the appointment of a School Library Specialist, the following areas of school library and information services need to be addressed in official policy documents:

4.1. **Development of Independent Learning Skills** as an approach to meet the skills that students need in order to become independent learners across the various curriculum

4.2. **Integration of Independent Learning Skills into Curriculum Applications**, both for all new curriculum development and through classroom instructional processes

4.3. **Resource-Based Learning**, as the concept of moving from one authorised textbook to a variety of materials which anticipate the development of teaching processes according to the learning styles and needs of the children

4.4. **Co-operative Planning and Teaching** as the process whereby teachers and the library staff plan units, projects and activities that address the process of learning, the skills needed to accomplish the goals of the plan, and the collaborative teaching of both the skills and the content to address the changes in knowledge, attitudes or behaviour of the students.

4.5. **Standards for Facilities and Locally Constructed Equipment**

There is need for a policy statement on the educational design and architectural requirements for all library spaces and equipment to meet modern information service needs. The standardisation of design for locally constructed materials could allow for transfer of materials and flexibility in matching resources to needs.

4.6. **Role of Volunteers in Education**

There are many tasks in the regular classroom setting and in the library setting where volunteers could make a significant contribution. However, it is important to layout the parameters for selecting volunteers, which tasks are appropriate for their participation, and the relationship expectations with the salaried employees.

4.7. **Copyright / Legal Deposit**

There is need for a policy statement that clarifies the current Copyright Act with respect to educational use.

Similarly, the disposition of all legal deposit copies under the Copyright Act needs to be clarified. In so doing the roles of the National Documentation Centre, the Education Documentation Centre, the National Archives, and the Public Library would be clarified.

4.8. **Role of CAMDU in relation to School & Public Libraries**

Presently the staff at CAMDU suggest that they have no role or responsibility to assist in the development of school or public library services. While this may be true from the perspective of a finely defined curriculum development role, it would seem that curriculum implementation would surely imply the assistance of CAMDU personnel to identify resources

which could be acquired to meet curricular needs in the schools and by the community generally.

4.9. **Role of Education Officers in Relation to School & Public Libraries**

There is a significant role for the Education Officers in leading the elementary schools to develop library services, and to encourage the use of the branch libraries more effectively by all teachers. A close working relationship between the School Library Specialist and the Education Officers in this regard could make the work of both more effective.

5. That the Ministry undertake to actively promote **reading as a habit** to be developed and nurtured in all citizens. (See Research Proposal in the appendix.)

6. That the Ministry develop an **Education Documentation Centre.**

This unit would parallel the National Documentation Centre, but would specialise in education related materials. It would house, access and co-ordinate all the documents that are generated by the various units of this Ministry. In addition the Centre staff would collect both retrospective and current materials to develop a significant repository on the development of education on the island. This would include Ministry documents, but consideration could also be given to also collecting the various research studies, action research, reports and documents that are created by students in the Teacher Training Division at Sir Arthur Lewis Community College. Similarly, any documentation from personnel in the field of education who have gone abroad to study could be particularly valuable for local reference purposes.

It is very difficult at the present time to trace or access documents that have been produced by the various units or staff of the Ministry. In the case of retrospective documentation, it is almost impossible to find them.

In its initial stages, the School Library Specialist and one Library Assistant could be charged to initiate this project. However, this Centre would require a professional librarian full time to maintain its research and organizational functions. Library automation, including on-line access, would be an invaluable tool to connect the data bases in the Centre with other institutions in the country.

7. That the Ministry provide a **position for a full-time teacher-librarian** for all schools in the country with a student enrolment of 500 students or more, and that this assignment should be over and above the numbers of staff assigned for the calculation of the teacher-pupil ratio, and

that this assignment should be confirmed for all secondary schools immediately with the beginning of the next school year, and gradually phased in throughout the elementary schools over the next five (5) years, and

that persons filling these positions be qualified teachers, who have or are in the process of taking appropriate training at SALCC or abroad at accredited library and information studies university programmes, and

that the School Library Specialist and/or the Chief Librarian work closely with the Human Resources Unit and school principals to identify teacher candidates with appropriate leadership ability to be transferred to these new positions.

8. That the Ministry undertake to provide a **subvention to facilitate School Library Collection Development** appropriate to the needs of the curriculum in each of the schools, and that this collection be managed by properly trained staff member.

Rather than try to spread the funds across all the schools, it might be appropriate to make a programme for school library development of thirty (30) schools per year to match the staffing allocation recommended above (primary, elementary and secondary schools considered).

Initially it is suggested that the Ministry establish a minimum of four (4) model school libraries two (2) in Castries, and two (2) outside of Castries, and of these one should be elementary and secondary level in each case.

The Models should be properly staffed, and equipped with appropriate collection and equipment in a facility which would be considered adequate and of an adaptable design for all St. Lucian schools of over 500 students enrolment.

A clear statement of programme goals should be published, and an intensive evaluation process should be put in place. During the first year, the students should be assessed for their skill levels in reading and in problem solving. Then the regular school curriculum should be implemented using

a resource-based learning approach
cooperative planning and teaching processes
independent learning skills continuum
problem solving strategies

At the end of each year in the three year period, assessments should be completed, including feedback from the students, teachers and parents on the effectiveness of the project. Based on the feedback, programme objectives and implementation strategies should be adjusted to assist other schools which are about to enter the programme.

The experience gained in developing the collection for these model schools should be used to assist the successive 30 schools designated over each year of the following five year period. It is understood that these 30 schools would include both elementary and secondary populations. While the collection does not have to be rigid according to these selections, it is suggested that quantity discounts will be significant if the volumes acquired are substantial.

When materials are in the design and vetting stages by CAMDU staff, the model schools would be ideal places to test them. Similarly, a short run printing for the first 30 schools might prove effective in the implementation stage for any new product.

There has been some discussion about locally collected fees to develop the school collections. It is understood that schools may add an amount to the local fees for materials and supplies that is levied to each student to be used for library resources. This decision is now at the discretion of the school principal. If this is the only source of funding for school library materials, it would surely mean that schools in less financially-able areas would be constantly held back from providing a quality education for their students. Hence, a major sub-vention for the project over several years would seem advantageous.

SIR ARTHUR LEWIS COMMUNITY COLLEGE

The following recommendations have implications for SALCC.

1. That the programme for Library Technician I, II, III, IV be reviewed to ensure that it includes components that train students to work effectively in school library and information services.

2. That a Library Assistants Programme should be initiated to begin the training of persons to work in clerical capacities in school library programmes to support the teacher-librarian.

3. That both the above programmes should be taught on a rotating basis so that students can complete the certification in as speedy a period of time as possible.

4. That the model library be expanded to display a broad selection of resources that should be found in most elementary schools.

5. That the College Library Staff will be available to assist with staff development training sessions in schools, with administrators, teachers and school librarians.

6. That the College Library Staff be encouraged to continue to acquire a collection of professional journals in both library and content subject areas, to make the information about these holdings available to the school, to ensure that hours of service are such that school personnel can access the materials readily.

7. That the use of internship placements of graduates from professional schools of Library and Information Studies be investigated to support the growth of manpower and training needs at the professional level in St. Lucia.

PUBLIC LIBRARY SYSTEM

1. That the Public Library Staff take the initiative to encourage all principals and teachers in the elementary schools to ensure that their Standard two, three, four and five students receive orientation tours of their nearest branch library, with appropriate follow-up for planned skill development sessions as appropriate.

2. That the Public Library Staff undertake a serious and conscientious outreach program to all the Pre-School programmes in St. Lucia, with a view to influencing the reading habits of these children and their parents from the earliest years.

3. That the Public Library Staff participate actively in Family Literacy drives and programmes in co-operation with other units of the Ministry.

4. That the Public Library Staff provide leadership with other Ministry units in initiating, developing and hosting parenting programmes.

5. That the services of the Public Library System continue to be used in the acquisition of new materials for the secondary schools, and that this service be expanded for the elementary schools as funds become available in order to take advantage of the discounts available through bulk purchasing.

6. That the cataloguing and processing services of the Public Library System be used to prepare the materials for secondary schools and for the elementary schools as funds are available for their collection development.

7. That the plan for automation implementation for the Public Library System be made available to the school systems as appropriate to their needs, and to ensure that there is compatibility of systems as they are introduced into the schools.

8. That the bindery services of the Public Library System be extended to provide services to schools on a fee for service basis.

9. That, where appropriate, training sessions that are offered to Public Library staff will be also made available to school library personnel.

10. That indexes to local periodicals which are regularly compiled by the Public Library staff be made available to school library personnel either in print format or in electronic format .

11. That the Public Library staff investigate the feasibility of bulk purchasing of library supplies to respond to school needs, at cost to the schools. This is to encourage economies of scale.

ST. LUCIA ASSOCIATION FOR INFORMATION RESOURCE SERVICES

1. That SLAIRS be encouraged to offer training sessions and workshops to help keep information workers current with the changing philosophy and practices in the field.

2. That SLAIRS request a subvention from the Ministry to support its work of advocacy for school librarianship to its members and to the public in general.

3. That SLAIRS take an active role in drafting working documents for submission to the Ministry in all areas of school library and information services policy and professional growth.

4. That SLAIRS continue to monitor the salary and working conditions of its members, and to make recommendations to the appropriate bodies.

5. That SLAIRS undertake annual events to promote reading and the use of a variety of information sources by all citizens, and in particular to continue

Book Fair Events in Castries and Vieux Fort
Education Fair
Library Week activities

ST. LUCIA TEACHER'S UNION

1. That the Union advocate with the Minister to establish school library programmes in all schools, with appropriate trained staff, quality collections, functional facilities, and supervision by a school library specialist to see that the library programme supports the needs of the curriculum, the school, and the community.

2. That the Union will monitor the salary and working conditions of the personnel in the school library programme, and will work closely with SLAIRS to advocate change and improvement with the Ministry.

3. That the Union will undertake to actively promote reading as a habit to be developed and nurtured in all students.

4. That the Union will work actively with Parent Teacher Associations and Mothers and Fathers Groups to actively involve parents in learning how to help their children read more .

5. That the Union will undertake to actively promote reading among its members through the use of teachers Book Clubs and Discussion Groups supported by the Teachers Resource Centres.

SCHOOL PRINCIPALS

1. That Principals be encouraged to include the development and evaluation of their school library programme as a regular part of their school programme action plan

2. That Principals arrange awareness sessions for their staff on the various dimensions of school library services and programmes, and to discuss ways that these services can be integrated into their classroom programmes and practices.

3 That a staff development programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the Faculty and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

4. That Principals regularly discuss the place of the library in their programme with each teacher during the teacher effectiveness evaluation process

5. That Principals ensure that all teachers new to the school staff are given a thorough introduction to the library as part of their orientation to the school.

6. That Principals be encouraged to spend at least one hour per week in the library observing the work of the children, assisting them in their activities, or reading to them.

7. That the Principal will undertake to actively promote reading as a habit to be developed and nurtured in all students.

8. That the Principal will work actively with Parent Teacher Associations and Mothers and Fathers Groups to actively involve parents in learning how to help their children read more

9. That Principals ensure that there is a section in the School Code of Rules book which relates to the student handling of library and information materials and services both in the school and public libraries.

10. That Principals investigate the possibility of implementing library automation systems for their school which would include an On-line Public Access Catalogue (OPAC) system, a circulation system, CD-ROM access, and integrated Internet access.

SCHOOLS

The following recommendations are arranged by school, based on the site visits and the interviews.

BOCAGE SECONDARY SCHOOL

1. That the Action Plan submitted for 1997-98 to the Ministry especially with respect to facilities and collection development be acted upon as soon as possible.

2. That the library staff member be encouraged to continue taking courses at SALCC in order to prepare for the new role.

3. That the current integration of study skills into classroom curriculum be undertaken gradually as the teachers become more familiar with the independent learning skills continuum and how it relates to their specific content area.

4. That the collection be developed over the next three years to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 560 + students the collection should be in excess of 6,000 titles. The current collection is approximately 500 volumes housed mostly in the Principal's office or in the Teacher's Preparation Room.)

5. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) parallel with the development of the new collection, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

6. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

7. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

8. That there be provision of directional signs, charts and posters to explain the organization of the new library space.

9. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

10. That there be library orientation sessions for all Form I students when they arrive at the school.

11. That there be library orientation sessions for all new teachers when they arrive at the school.

12. That a staff development programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

13. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

14. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

15. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

16. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

17. That a close working relationship be established with the Central Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

18. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

19. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

20. That a representative from Bocages Secondary School be invited to participate in a Community Committee to be formed to consider the possible integration of the Marchand Branch Library on the same site as the proposed new Entrepot School library in a joint school-public library facility, with due and proper consideration being given to space needs, management responsibilities, staffing components, collection development, user access, security and related issues.

Schools continued:

CASTRIES COMPREHENSIVE SECONDARY SCHOOL

1. That the library facility be re-developed into at least its original two classroom size as soon as possible.

2. That the library workroom area be redesigned to have windows so that the student workspace can be supervised by staff who may occasionally be in the workroom, so that there is an appropriate place for storage of student bags, and that the circulation desk be readily accessible and supervised from the workroom space. The current high wall shelving can be made into stack storage, and placed in the regular client area.

3. That the library materials that are currently housed in the workroom be placed on the regular shelves for student use as soon as possible.

4. That materials in the workroom that need to be classified, be addressed immediately so that these materials can be accessible for student use.

5. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

6. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 830 + students the collection should be in excess of 9,000 titles. The current collection is approximately 4,629 volumes)

7. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

8. That the collection be evaluated to see what materials should be weeded, and how this can be undertaken quickly to make the current resources appear more attractive.

9. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

10. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

11. That there be provision of directional signs, charts and posters to explain the organization of the library space.

12. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

13. That there be library orientation sessions for all Form I students when they arrive at the school.

14. That there be library orientation sessions for all new teachers when they arrive at the school.

15. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

16. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

17. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

18. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

19. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

20. That a close working relationship be established with the Central Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

21. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

22. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

23. That consideration be given to having the library accessible for student and teacher use for at least one-half hour before and after normal school class hours.

Schools continued:

CHOISEUL SECONDARY SCHOOL

1. That arrangements to have a full time library position be created for the coming year, and that a staff member with leadership potential be encouraged to take training in the area.

2. That with full time library staffing, it would be possible to have greater flexibility in the timetable schedule to meet the needs of students and teachers for co-operatively planned activities.

3. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

4. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 600 students the collection should be in excess of 7,000 titles. The current collection is approximately 700 volumes)

5. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

6. That a closer liaison be developed with the Choiseul Public Library to ensure that students are registered as members, are aware of the method of library operation, and are encouraged to go there to do their project work.

7. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

8. That there be library orientation sessions for all Form I students when they arrive at the school.

9. That there be library orientation sessions for all new teachers when they arrive at the school.

10. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

11. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

12. That the teacher-librarian should attend content Department meetings on a rotating basis

to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

13. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

14. That a student research handbook be developed collaboratively with the staff, and that it be used across all the Forms.

15. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

16. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment

Schools continued:

CLENDON MASON MEMORIAL SECONDARY SCHOOL (Dennery)

1. That a full time teacher-library be assigned responsibility for the library and information services programme, and that there be no other classroom responsibilities assigned

2. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 650 + students the collection should be in excess of 7,000 titles. The current collection is approximately 500 volumes).

3. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

4. That a Community Committee be established to investigate the feasibility of a large joint school-community library, preferably located between the secondary and the primary schools. This committee should give due consideration to demographics of client's served, facilities to meet multiple user needs, scope of collection development, staffing, hours of service, and security.

5. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment

6. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

7. That there be library orientation sessions for all Form I students when they arrive at the school.

8. That there be library orientation sessions for all new teachers when they arrive at the school.

9. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

10. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers, with special attention to reading skills for all students..

11. That the teacher-librarian should attend content Department meetings on a rotating basis

to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

12. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

13. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

14. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

Schools continued:

CORINTH SECONDARY SCHOOL

1. That arrangements to have a full time library position be created for the coming year, and that the staff member not have other classroom teaching responsibilities.

2. That the library facility be re-developed to a four (4) classroom student space, plus workroom and storage space, as soon as a building project can be funded.

3. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 700 + students the collection should be in excess of 7,000 titles. The current collection is approximately 1,500 volumes)

4. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

5. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

6. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

7. That there be library orientation sessions for all Form I students when they arrive at the school.

8. That there be library orientation sessions for all new teachers when they arrive at the school.

9. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

10. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

11. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

12. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

13. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

Schools continued:

ENTREPOT SECONDARY SCHOOL

1. That the library facility be redesigned and enlarged to at least a four (4) classroom size equivalent to provide for a modern school library programme, including student interaction space, work space, and storage space, along with proper air and lighting controls

2. That a Community Committee be formed to consider the possible integration of the Marchand Branch Library on the same site as the proposed new Entrepot School library in a joint school-public library facility, with due and proper consideration being given to space needs, management responsibilities, staffing components, collection development, user access, security and related issues.

3. That the collection be significantly enlarged in all areas of non-fiction, fiction, periodicals and electronic media in close correlation to the school curriculum. (A school with 700 students should have a minimum of 7,000 titles. This collection barely reaches half that number.)

4. That library automation be undertaken to provide an On-line Public Catalogue as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

5. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

6 That there be library orientation sessions for all Form I students when they arrive at the school.

7. That there be library orientation sessions for all new teachers when they arrive at the school.

8. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

9. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

10. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

11. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

12. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

13. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

Schools continued:
GEORGE CHARLES SECONDARY SCHOOL (Cul de Sac)

1. That arrangements to have a full time library position be created for the coming year, and that the staff member not have other classroom teaching responsibilities.

2. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 700 + students the collection should be in excess of 7,000 titles. The current collection is approximately 1,800 volumes)

3. That library automation be undertaken to provide an On-line Public Catalogue as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

4. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

5. That there be library orientation sessions for all Form I students when they arrive at the school.

6. That there be library orientation sessions for all new teachers when they arrive at the school.

7. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

8.. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers, with special attention to the development of reading skills.

9. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

10. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

11. That teachers be encouraged to use the professional periodicals collection currently at Sir Arthur Lewis Community College Library rather than purchasing these materials for the school.

12. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

13. That the library and the computer laboratory be networked to provide access to the library resources and the CD-ROM materials in move spaces.

Schools Continued:

LEON HESS COMPREHENSIVE SCHOOL

1. That the library facility be re-developed into at least four (4) classroom size, with attention given to student interaction space, storage space, and work space as soon as possible.

2. That the multiple copies of textbook materials currently housed in the library be placed in the textbook storage room of the school, or with the classroom teachers who are responsible for the content.

3. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

4. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

5. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 800 + students the collection should be in excess of 8,000 titles. The current collection is approximately 7,500 volumes)

6. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

7. That an information file (vertical file) be enhanced to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum. (This will tend to eliminate back storage of newspapers for which there are no indexes currently readily available.)

8. That there be provision of directional signs, charts and posters to explain the organization of the library space.

9. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

10. That there be library orientation sessions for all Form I students when they arrive at the school.

11. That there be library orientation sessions for all new teachers when they arrive at the school.

12 That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

13. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

14. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

15. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

16. That as space becomes available, and as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

17. That a close working relationship be established with the Central Public Library and the Marchand Branch Library so that they can be informed about student projects and assignments in advance, and so that they .can prepare accordingly.

18. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

19. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

20. That a ceiling fan needs to be installed in the current library space to alleviate the temperature control problems.

21. That a representative from Leon Hess Comprehensive School be invited to participate in a Community Committee to be formed to consider the possible integration of the Marchand Branch Library on the same site as the proposed new Entrepot School library in a joint school-public library facility, with due and proper consideration being given to space needs, management responsibilities, staffing components, collection development, user access, security and related issues.

Schools continued:

MICOUD SECONDARY SCHOOL

1. That a Community Committee be formed to consider the possible integration of the Micoud Branch Library on a site to serve the community, the primary school and the secondary school as a joint school-public library facility, with due and proper consideration being given to space needs, management responsibilities, staffing components, collection development, user access, security and related issues.

2. That in the interval, the current library be re-organised to clearly designate the various service areas, storage areas, work spaces, and student areas.

3. That the library materials that are currently housed in locked cupboards be placed on the regular shelves for student use as soon as possible.

4. That materials in the workroom that need to be classified, be addressed immediately so that these materials can be accessible for student use.

5. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

6. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 880 + students the collection should be in excess of 9,000 titles. The current collection is approximately 1,800 volumes).

7. That library automation be undertaken to provide an On-Line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

8. That the collection be evaluated to see what materials should be weeded, and how this can be undertaken quickly to make the resources look more attractive.

9. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

10. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

11. That there be provision of directional signs, charts and posters to explain the organization of the library space.

12. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

13. That there be library orientation sessions for all Form I students when they arrive at the school.

14. That there be library orientation sessions for all new teachers when they arrive at the school.

15. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

16. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

17. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

18. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

19. That as space becomes available, and as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

20. That a close working relationship be established with the Branch Public Library so that the staff can be informed about student projects and assignments in advance, and so that they can prepared appropriately.

21. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

22. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

Schools continued:
ST. JOSEPH'S CONVENT

1. That management of the library and information services be under the direction of one full-time trained teacher librarian, who has demonstrated leadership ability, and who is relieved of all other classroom teaching responsibilities.

2. That the library facility be open, with proper library staffing for materials circulation, reference services, quiet reading and study, teacher planning and integrated instruction from the time the school opens until at least half an hour after classes normally conclude.

3. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 700 + students the collection should be in excess of 7,000 titles. The current collection is approximately 3,800 volumes).

4. That the collection be evaluated to see what materials should be weeded, and how this can be undertaken quickly to make the resources look more attractive.

5. That materials in the work area that need to be classified, be addressed immediately so that these materials can be accessible for student use.

6. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

7. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

8. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

9. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

10. That there be provision of directional signs, charts and posters to explain the organization of the library space.

11. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

12. That there be library orientation sessions for all Form I students when they arrive at the school.

13. That there be library orientation sessions for all new teachers when they arrive at the school.

14. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

15. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

16. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

17. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

18. That as space becomes available, and as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

19. That a close working relationship be established with the Central Public Library and the Marchand Branch Library Staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

21. That the teacher-librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

22. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

23. That a representative from St. Joseph's Convent be invited to participate on a Community Committee to be formed to consider the possible integration of the Marchand Branch Library on the same site as the proposed new Entrepot School library in a joint school-public library facility, with due and proper consideration being given to space needs, management responsibilities, staffing components, collection development, user access, security and related issues.

Schools continued:

ST. MARY'S COLLEGE

1. That the library facility be re-developed into at least its original two classroom size as soon as possible. (And that due consideration be given to a new facility which would properly serve the school in all aspects of library services.)

2. That the library workroom area be redesigned to have windows so that the student workspace can be supervised by staff who may occasionally be in the workroom; so that there is an appropriate place for storage of student bags; and so that the circulation desk can be readily accessible and supervised from the workroom space. The current high wall shelving can be made into stack storage, and placed in the regular client area.

3. That the collection be evaluated to see what materials should be weeded, and how this can be undertaken quickly to make the existing resources appear more attractive.

4. That the library materials that are currently housed in the workroom be placed on the regular shelves for student use as soon as possible.

5. That materials in the workroom that need to be classified, be addressed immediately so that these materials can be accessible for student use.

6. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

7. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 620 + students the collection should be in excess of 7,000 titles. The current collection is approximately 3,800 volumes).

8. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

9. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

10. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

11. That there be provision of directional signs, charts and posters to explain the organization of the library space.

12. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

13. That there be library orientation sessions for all Form I students when they arrive at the school.

14. That there be library orientation sessions for all new teachers when they arrive at the school.

15. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

16. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

17. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

18. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

19. That as space becomes available, and as building security can be assured, the audio-visual equipment should be housed, circulated and maintained by the library staff.

20. That a close working relationship be established with the Central Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

21. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

22. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

23. That consideration be given to having the library accessible for student and teacher use for at least one-half hour before and after normal school class hours

Schools continued:

SIR IRA SIMMONS SECONDARY SCHOOL

1. That the current Library Assistant work area be re-organised with shelving to store materials that are being processed, (rather than having them on tables which could be used for student use,) and to have a locked cupboard for storage of library supplies..

2. That consideration be given to re-designing the circulation desk to occupy a smaller area, and to have shelving to house books that are "On Reserve".

3. That consideration be given to re-orienting the stack shelving so that the area can be more easily supervised by the staff member in charge, and so that the ends of the stacks can be used for promotional and informational posters.

4. That materials in the workroom that need to be classified, be addressed speedily so that these materials can be accessible for student use as soon as possible.

5. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 780 + students the collection should be in excess of 8,000 titles. The current collection is approximately 1,500 volumes).

6. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

7. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

8. That an information file (vertical file) be enhanced to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

9. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

10. That there be library orientation sessions for all Form I students when they arrive at the school.

11. That there be library orientation sessions for all new teachers when they arrive at the school.

12. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

13. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

14. That the teacher in charge of information skills development should attend Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

18. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

19. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

20. That a close working relationship be established with the Central Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

21. That the library staff be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer in the system.

22. That consideration be given to having the library accessible for student and teacher use for at least one-half hour before and after normal school classes hours.

23. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

Schools continued:

SOUFRIERE COMPREHENSIVE SCHOOL

1. That the plans for the new school currently under construction be reviewed to see if there are any elements of the design that could still be incorporated to provide for the modern concept of school library and information services.

2. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 780 + students the collection should be in excess of 8,000 titles. The current collection is approximately 2,000 volumes).

3. That library automation be undertaken with the move to the new school to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

4. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

5. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

6. That there be provision of directional signs, charts and posters to explain the organization of the library space.

7. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

8. That there be library orientation sessions for all Form I students when they arrive at the school.

9. That there be library orientation sessions for all new teachers when they arrive at the school.

10. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

11. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers.

17. That the Library Assistant should attend content Department meetings on a rotating basis

to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

18. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

19. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

20. That a close working relationship be established with the Soufriere Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

21. That the Library Assistant be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peers in the system.

22. That consideration be given to having the library accessible for student and teacher use for at least one-half hour before and after normal school classes hours.

23. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

24. That the Soufriere Comprehensive School be represented on any Community Committee to consider the combining of the Soufriere Branch Library and the Soufriere Primary Schools into one joint school-community library complex.

Schools continued:

VIDE BOUTEILLE SECONDARY SCHOOL

1. That a full time teacher-library be assigned responsibility for the library and information services programme, and that there be no other classroom responsibilities assigned.

2. That the library facility be redesigned and enlarged to at least a four classroom size equivalent to provide for a modern school library programme, including student interaction space, work space, and storage space, along with proper air and lighting controls

3. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 680 + students the collection should be in excess of 7,000 titles. The current collection is approximately 1,500 volumes).

4. That materials in the librarian's work space that need to be classified, be addressed immediately so that these materials can be accessible for student use.

5. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

6. That the collection be evaluated to see what materials should be weeded, and how this can be undertaken quickly to make the current resources appear more attractive.

7. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

8. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

9. That there be provision of directional signs, charts and posters to explain the organization of the library space.

10. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

11. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

12. That there be library orientation sessions for all Form I students when they arrive at the school.

13. That there be library orientation sessions for all new teachers when they arrive at the school.

14. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

15. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers, with special attention to reading skills development.

16. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

17. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

18. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

19. That a close working relationship be established with the Central Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

20. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

21. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

22. That consideration be given to having the library accessible for student and teacher use for at least one-half hour before and after normal school class hours.

Schools continued:

VIEUX FORT COMPREHENSIVE SECONDARY SCHOOL .. CAMPUS A

1. That a full time teacher-library be assigned to the library to work with teachers and students to develop quality library and information service programmes, and that this person not be assigned additional classroom responsibilities.

2. That a full time Library Technical Assistant be assigned to the library staff to manage the technical and operational details of running the library under the direction of the teacher-librarian.

3. That materials in the workroom that need to be classified, be addressed immediately so that these materials can be accessible for student use.

4. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

5. That the collection be upgraded substantially to include non-fiction, periodicals for young adult readers and an increased number of paperbacks in the fiction area. (For a school of 2,000 students the collection should be in excess of 10,000 titles. The current collection is approximately 4,600 volumes).

6. That library automation be undertaken to provide an On-line Public Access Catalogue (OPAC) as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

7. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

8. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

9. That there be library orientation sessions for all Form I students when they arrive at the school.

10. That there be library orientation sessions for all new teachers when they arrive at the school.

11. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the teachers and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

12. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers, with special emphasis on reading skill development and appreciation skills.

13 That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

14. That there be provision of directional signs, charts and posters to explain the organization of the library space.

15. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

16. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

17. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

18. That a close working relationship be established with the Vieux Fort Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

19. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

20. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages, so that training can be provided to other staff members in the effective use of these tools.

21. That consideration be given to having the library accessible for student and teacher use for at least one-half hour before and after normal school class hours.

Schools continued:

VIEUX FORT COMPREHENSIVE SECONDARY SCHOOL - CAMPUS B

1. That the library facility be redesigned and enlarged to at least a five classroom size equivalent to provide for a modern school library programme, including student interaction space, work space, and storage space, along with proper air and lighting controls

2. That services for the A Level students, currently housed in the Resource Room, be integrated into the regular school library, with a separate space set aside for these students to work.

3. That in addition to the Library Technical Assistant currently on staff, a full-time teacher librarian should be assigned to the service to work directly with teachers and students to develop appropriate programmes and services to meet their needs.

4. That the collection be significantly enlarged in all areas of non-fiction, fiction, periodicals and electronic media in close correlation to the school curriculum. (A school with 1100 + students should have a minimum of 10,000 titles. This collection barely reaches half that number.)

5. That materials in the workroom that need to be classified, be addressed immediately so that these materials can be accessible for student use.

6. That attention be given to the labels on the spines of all the books on the regular shelves to ensure that they are clear and readable, and that the books are shelved in their proper sections.

7. That the collection be evaluated to see what materials should be weeded, and how this can be undertaken quickly to make the resources look more attractive.

8. That textbook sets should be stored in the school textbook storage area, or with the teachers particularly involved with their content.

9. That an information file (vertical file) be developed immediately to accommodate newspaper clippings, pamphlets, government brochures, and other ephemeral materials to be used in support of the curriculum.

10. That library automation be undertaken to provide an On-line Public Catalogue as soon as possible, and that these current resources also be supplemented with CD-ROM materials and appropriate equipment.

11. That there be a regular bi-monthly series of displays, bulletin boards and exhibits to highlight the activities of the library, to inform users about resources, and to feature cultural and historic events in the school and community.

12. That a section be provided in the student's School Code of Rules book that relates to the use and handling of school library and public library materials which indicates the position of the school administration on these services.

13. That there be library orientation sessions for all Form III students when they arrive at the school.

14. That there be library orientation sessions for all new teachers when they arrive at the school.

15. That a programme to introduce Independent Learning Skills as a process of learning be undertaken by the Administration and the Library Staff with the staff and students, and that these skills be implemented through co-operatively planned lessons with the teachers.

16. That a programme of Literary and Cultural Appreciation Skills be initiated with the students, and in collaboration with the teachers, with attention to reading analysis and comprehension skills..

17. That the teacher-librarian should attend content Department meetings on a rotating basis to become familiar with the approach and process being used by the various teachers, and to introduce them to the concept of an integrated library services programme in practical ways.

18. That the teacher- librarian be encouraged to attend and participate fully in the planning and presentation of inservice or workshop programmes with peer librarians in the system.

19. That the library staff undertake to become computer literate, and knowledgeable in the areas of CD-ROM and library automation software packages.

20. That there be provision of directional signs, charts and posters to explain the organization of the library space.

21. That a coin or card- operated photocopy machine should be placed in the library for student and teacher use.

22. That as space becomes available, as building security can be assured, the audio visual equipment should be housed, circulated and maintained by the library staff.

23. That a close working relationship be established with the Vieux Fort Public Library staff so that they can be informed about student projects and assignments in advance, and so that they can prepare accordingly.

24. That consideration be given to having the library accessible for student and teacher use for at least one-half hour before and after normal school class hours.

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APPENDIX 1

Proposal for OCOD Assistance to the Library Service in St. Lucia
Submitted by Mrs. Naula Williams, Director of Library Services

Background

School libraries in St. Lucia are the weakest link in the library services in St. Lucia. There have been several piece meal initiatives for improving the lot of the school library services. These have typically been short courses with no follow-up. One of the initiatives of the Central Library was to have started a short survey of the state of the secondary school libraries, but unfortunately only a limited and cursory survey could have been carried out.

A short report was prepared which needs much follow-up action, and forms the basis for this proposal.

SCHOOL LIBRARY SERVICES :
STAFF ORIENTATION AND TRAINING PROGRAMME (*)

It is being proposed that a survey of school libraries and their resources be undertaken.

The main objectives being:

1. To assist the Director of Library Services in carrying out an evaluation of the current level of information services and skills programme in secondary schools in St. Lucia.

2. To develop a plan of action for upgrading the training of school library staff including:
   i. orientation to information and technology services to teachers and students;
   ii. awareness of methods of working with teachers and students to develop independent learners;
   iii methods of using existing resources to the best advantage;
   iv making better use of public library services in school programmes.

3. To identify resource persons who can carry out this training on a long term basis.

4. To conduct training programmes according to the plan of action.

5. To evaluate the training programmes by observing and assisting in the schools on a follow-up basis.

Personal Qualifications:
1. Demonstrated experience working in a school library
2. Demonstrated experience in developing and completing surveys of school library programmes.

3. Demonstrated experience in providing leadership and training for school level staff - both library staff and teachers.
4. Demonstrated successful experience working with education administration
5. Willing to model the methods in the training programme with students and teachers in actual work situations.
6. Demonstrated ability to prepare printed materials to support the training programmes to the trainee levels.
7. Willing to undertake a six month (*) project in St. Lucia.

** Footnotes:

1. The Director of Library Services had moved to a position with the OECS at the time of the arrival of the consultant.
2. It was recommended by the Librarian-in-Charge and the Director of Library Services that the project should continue, but that Branch Libraries should be investigated as well as the Secondary School Libraries, in order to provide background documentation.
3. The original OCOD assignment was from 15 September to 15 November 1997.
4. At the request of the Librarian-in-Charge, OCOD agreed to extend the project to 12 December 1997.

APPENDIX 2

MINISTRY OF EDUCATION. ANNUAL WORK PLAN 1997 - 98

LIBRARY & INFORMATION SERVICES

Introduction

The four (4) most important arms of the **National Library & Information Services** unit are:

The **Public Library System**, with responsibility for the dissemination of information to the public in general, reports to the Ministry of Education. It also includes within its mandate support and services to the school libraries.

The **Government Documentation Centre** is responsible for maintaining and circulating all government documents and for the co-ordination of information units with the various Ministries. It reports to the Ministry of Planning.

The **National Archives** with responsibility for the preservation of historical documents, reports to the Prime Minister's Office.

The **Sir Arthur Lewis Community College Library** which is responsible for the library and information services to the campus, for continuing education programmes off campus, for the training programmes in the Library Technician Training Program, and for the library and information training courses to the students in the Teacher Education programme. This agency reports to the Principal of the College, and to the Board of Governors of the College in relation to the Ministry of Education.

The **Director of Library Services** is in a position to bring these services together into one co-ordinated Information Services Unit. However, in the absence of a current Director of Library Services, co-ordinating meetings are planned to draw together the action plans from each of these agencies.

Appendix 2 continued

Mission Statement for the National Library & Information Services

The National Library & Information Service is to provide leadership in the development of an integrated information service to all citizens, including access to resources, dissemination of information, and to provide storage and archival management of all historical and cultural materials for the nation.

Goals and Objectives for the National Library & Information System could reasonably include:

1. To initiate and maintain discussion among the four major agents in the National Library & Information System to co-ordinate activities, and to share in projects of mutual interest and concern

2. To provide a quality information services programmes through the Central Library and the Branches to meet local information needs

3. To provide leadership in, and facilitate the training of employees working in library and information systems, both locally and abroad

4. To manage the technical aspects of information services in an effective and efficient manner

5. To work with the Public Library Board to support a quality information service that is responsive to the needs of the community

6. To encourage an expanding information network among information providers, locally, nationally and internationally.

7. To communicate the role of libraries and information services to educators and policy makers.

Appendix 2 continued

Mission Statement for Public Library Services

The Public Library system is charged to provide quality library and information services to all the citizens of St. Lucia, and to develop programmes that help them learn how to become both independent users and life-long learners.

Structure

The Public Library System is the institution charged with providing information services to the community, through the Central Library and 15 Branch Libraries strategically located around the island.

In addition, service is provided to the schools through a designated Ministry of Education book purchasing program. Consultative and management assistance is provided from time to time. Some training programmes are also held.

A Library Board acts in an advisory capacity to the Ministry.

Goals for the Public Library System:

Goal 1: To participate in discussions among the four major agents in the National Information System to co-ordinate activities, and to share in projects of mutual interest.

Objectives:

O.1.1 To participate in meetings held quarterly with the Documentalists in each of the related institutions to develop collaborative plans for presentation to the Permanent Secretaries, regarding

.01 Compatibility of electronic information systems

.02 Training for use of electronic tools

.03 Management and communication training needs

Strategies:

S.1.1.1 Participate in meetings of the stakeholders to prepare a presentation to the Permanent Secretary

S.1.1.2 Contact expertise in the area of networks and systems to assist in preparing the details for submission

S.1.1.3 Share information about electronic tools that are on the Island or in the Region that may be accessed

S.1.1.4 Encourage the Ministries to provide expertise in training in management and communications

O.1.2 To work together to inform the public about the services that are available from each institution, with special attention to schools.

Strategies:

S.1.2.1 Share printed documentation and brochures on the services that are available to citizens and

schools from each of these institutions

S.1.2.2 Access the public media so that general citizens may be aware of services from each component in the Information Network

S.1.2.3 Arrange for orientations on site, with school personnel from libraries and content areas, for each Network component, so teachers will know what resources are available for use when planning student assignments

S.1.2.4 Prepare exhibits for career fairs or other public events to describe the services available

Goal 2: To provide a quality information services program through the Central Library and Branches to meet local information needs

Objectives:

O.2.1 To prepare a Handbook of Policies and Procedures for each of the units in the Central Library

O.2.2 To do a work flow study to see that each unit is operating at appropriate efficiency level

O.2.3 To work with the Library Board to conduct a user satisfaction survey, and to evaluate the data in terms of adjusting the services

O.2.4 To review the operation of each Branch Library in terms of services provided, client base served, and potential for development

O.2.5 To upgrade Branch Libraries so that they can provide community information bureaux, which will provide the focal point for access to Government information within the community

Strategies:

S.2.1.1 Have each unit review and update its section of the current Handbook of Policies and Procedures

S.2.1.2 Compile changes to Administrative Regulations respecting the operation of the service

S.2.1.3 Draft policies and procedures for the management of the new technologies

S.2.2.1 Conduct the workflow, and adjust procedures accordingly to sustain quality services

S.2.3.1 Assign a staff member to draft a user satisfaction survey

S.2.3.2 Conduct the survey, analyse the data, and participate with the Board in determining ways the service can be improved

S.2.4.1 Assign the Branch Librarian to set up a process to review the services of each Branch Library with special attention to the user satisfaction, client base served, potential client base for development, and alternative services for implementation

S.2.5.1 Ensure that all Branch libraries are on the general distribution lists for government publications for use by the general public

Goal 3: To provide leadership in, and facilitate the training of employees working in library and information systems, both locally and abroad

Objectives

O.3.1 To work closely with colleagues at Sir Arthur Lewis Community College to develop a comprehensive training package to provide a cadre of workers trained to meet the changing information needs of society

O.3.2 To invite local or visiting experts to meet with the staff on a unit or group basis to keep up to date on the trends in library and information services

O.3.3 To assist the St. Lucia Association for Information Resource Services (SLAIRS) to offer workshops to keep staff aware of new programmes and services, including new technologies

O.3.4 To facilitate the attendance of key personnel to regional and international conferences as appropriate to their needs

O.3.5 To assist Board Members and Ministry Officials in their awareness of trends in information services

O.3.6 To ensure that employees in the Central Library and its Branches are familiar with computer operations, library automation, and Internet programmes that are being used, and to develop training packages for them according to the needs of their work

O.3.7 To seek to have trained teacher-librarians in the secondary schools.

O.3.8 To begin to provide library services with trained personnel in the elementary schools

O.3.9 To broaden the human resources base in the information services field

Strategies:

S. 3.1.1 Provide assistance in the training programme as appropriate with advice, expertise, and resources

S.3.2.1 Participate in a proposal with OCOD to provide a consultant to work with the Public Library and the Secondary Schools to assess stages of development and to assist in training programmes.

S.3.3.1 Provide facilities, resources, or equipment for training sessions

S.3.3.2 Encourage staff to attend sessions by providing release time

S.3.4.1 Maintain a file of information of forthcoming conferences as appropriate to the field

S.3.4.2 Assist in finding funding and release time to have a staff member or Board Member attend a relevant conference

S.3.5.1 Route relevant material to colleagues to keep them abreast of developments and concerns

S.3.5.2 Prepare briefing papers on upcoming issues for the appropriate officers and colleagues

S.3.5.3 Arrange to have discussions with leaders on the changes that need to be undertaken in the service

S.3.6.1 Develop training modules for all new technologies introduced into the system

S.3.6.2 Offer training programmes using these modules for staff

S.3.6.3 Arrange to have staff go to other sites in order to learn how to use new technologies if necessary

S.3.6.4 Monitor the various work stations to see that the technologies are being used appropriately and as extensively as possible for the service unit

S.3.7.1 Work with Principals to develop an understanding of the changed role for teacher-librarians in schools, and enlist their assistance in recruiting appropriate candidates

S.3.7.2 Recruit certified teachers with leadership potential to pursue further education in librarianship and information services

S.3.8.1 Prepare a proposal to have a consultant in elementary school libraries assess the level of school library and information services development, with recommendations for growth

S.3.8.2 For elementary schools that show an interest, begin offering the same services as are now provided for secondary schools

S.3.9.1 Encourage individuals already in the service to proceed to obtain university degrees in the subject specialities

S.3.9.2 Recruit individuals with first degrees in subject specialities and to encourage them to pursue additional training in library and information services fields

Goal 4: To manage the technical aspects of information services in an effective and efficient manner

Objectives

O.4.1 To provide electronic access to information resources both in the holdings of the Central Library and Branches and through other institutions

O.4.2 To install an Internet connection in the library, with public access for user fee from the Reference Services Department

O.4.3 To improve communications between the Central Library and the Branches

O.4.4 To review the performance of each employee to ensure that he/she understands the responsibilities of the specific job, and is carrying it out to the best of his / her ability.

O.4.5 To review aspects of time management to see that all services are provided as efficiently as is practical.

O.4.6 To review the operations of the building to see that it meets national standards for lighting, cooling, cleanliness, safety, and the needs of handicapped persons.

O.4.7 To bring to the attention of Public Works issues that need attention in the area of repairs and maintenance.

O.4.8 To investigate the possibility of improving existing Branch facilities

O.4.9 To develop a plan for the expansion of Branch Library services in Bexon area, Corinth, Jacmel, LaClery, The Mabouya Valley, and Bookmobile services in other areas.

Goal 4: Strategies

S.4.1.1. Develop project proposals for computers, copiers and related technologies for the Central Library and the 15 branches
S.4.1.2 Continue to upgrade the automation equipment at the Central Library
S.4.1.3 Complete the development of an electronic database for the Central Library
S.4.1.4 Institute a materials circulation system that will be done using on-line access
S.4.2.1 Develop a policy for the use of the Internet by the Public in the Reference Unit, including user fees
S.4.3.1 Use the Internet to provide information to the Branches
S.4.3.2 Maintain regular meetings with Branch Librarians
S.4.3.3 Visit the Branches on a regular basis
S.4.4.1 Review each staff job description with the person occupying the position
S.4.4.2 Evaluate the level of performance for each individual
S.4.4.3 Develop a strategy for personal improvement for those individuals where it is necessary, and supervise its operation
S.4.4.4 Provide appropriate task specific training for employees who need to improve their performance.
S.4.5.1 Offer a workshop on time management to all staff
S.4.5.2 Engage the staff in examining how their personal work time can be used more effectively
S.4.5.3 Reward staff who perform well, and who use their work time well
S.4.6.1 Seek ways to make the facilities more user friendly for persons with handicaps
S.4.6.2 Provide for quality air flow in all service units
S.4.7.1 Report issues which need repairs and maintenance promptly, and do regular follow-up to get the appropriate changes made
S.4.8.1 Review the facilities in each of the branches
S.4.8.2 Prepare briefing papers and proposals for the Board with respect to areas which need to have new services provided
S.4.8.3 Develop briefing papers and a plan for the implementation of bookmobile services in new areas

Goal 5: To work with Library Board to support a quality information service that is responsive to the needs of the community

Objectives

O.5.1 To meet quarterly with the Board to review programs and services, and to discuss development of new services
O.5.2 To enlist the assistance of the Board in promoting the library and information services to adults and to the business and cultural communities
O.5.3 To encourage a Board member to attend a regional library conference
O.5.4 To enlist the support of the Board in presentations to the Permanent Secretary

with respect to the staffing positions for the Director, Chief Librarian, and Schools Library Specialist.

O.5.5 To involve members of the Board in media campaigns to promote the information services dimension of the library programs

Strategies:

S.5.1.1 Request that the Permanent Secretary reconstitute the Library Board as allowed in the legislation

S.5.1.2 Invite the Board Members to a thorough tour of the Central Library and the Branches by holding meetings in the various locations throughout the year.

S.5.2.1 Involve Board Members in public relations activities that would invite adults to be more frequent users of the facilities

S.5.2.2 Meet with members of the business community to enlist their assistance in developing services, collections and facilities

S.5.3.1 Provide information for the Board to enable them to attend an appropriate regional conference

S.5.4.1 Prepare briefing papers on the urgent need for administrative staff to be appointed

S.5.5.1 Conduct a systematic media campaign to promote the library as a place for all citizens

Goal 6: To encourage an expanding information network among information providers, locally, nationally and internationally.

Objectives:

O.6.1 To encourage the development of a national information network as soon as possible to connect all public library branches, National Documentation Centre, National Archives, Sir Arthur Lewis Community College Library, School of Music Library, all secondary schools, all special libraries, NGO libraries, and other local databases.

O.6.2 To connect to available databases in Government Departments, such as Education Field Offices, Statistics Department etc.

O.6.3 To serve as a legal depository for all publications created and produced on the island.

O.6.4 To regularly submit documentation about publications in, on, or by St. Lucian's to international databases such as ERIC Clearinghouse

O.6.5 To access resources using Internet from various information providers according to the client needs.

Strategies:

S.6.1.1 Participate in meetings to present proposals for the systematic implementation of the National Library Information Network

S.6.1.2 Enlist the support of the Library Board in advocating the start of the Network

S.6.2.1 Set up electronic systems to connect to related databases

S.6.2.2 Develop policy and procedures for accessing electronic

data bases by users in the Reference Service

S.6.3.1 Prepare a briefing paper on the benefits of having a legal deposit system for all publications on the Island, and why the National Library Information Network should be involved in arranging for the housing of these materials

S.6.4.1 Initiate a regular process for having St. Lucian documents submitted to international clearinghouses and databases

S.6.4.2 Advertise this service to local writers, publishers and producers as a free service for information sharing

S.6.5.1 Develop a policy on the use of Internet in the library, including related user fees

Goal 7: To communicate the role of libraries and information services to the educators and policy makers

Objectives:

O.7.1 To develop a nation of independent, self-directed, life-long learners

O.7.2 To work with the Adult Education Department to provide literacy materials and support for their programs

O.7.3 To work with the Pre-School Unit to develop family literacy initiatives

O.7.4 To develop information services within schools to support the curriculum

Strategies:

S.7.1.1 Submit briefing materials to the Permanent Secretary and Chief Education Officers on a regular basis concerning the implementation of the information networking systems in the Central Library

S.7.1.2 Prepare an annual report in a format that will make it useful as a tool for promotion with business and community leaders.

S.7.1.3 Prepare promotional brochures to be used with the general public

S.7.1.4 Work closely with all clients to help them become self-directed in the use of library and information services

S.7.1.5 Provide a regular column on the role and use of information services to the local media

S.7.1.6 Ensure that newsworthy items are distributed by press release as soon as they arise

S.7.1.7 Arrange radio / television panel discussions on the role and function of the modern library and information services

S.7.2.1 Meet with the Adult Literacy Department leaders to discuss ways that the library program can facilitate their programmes

S.7.2.2 Assist in providing resources for Adult Literacy programmes

S.7.2.3 Ensure that material appropriate to Adult Literacy classes are available from the library and its branches

S.7.3.1 Meet with Ruby Yorke, Co-ordinator of the Pre-School Programme to discuss ways the library can support the family literacy programmes

S.7.4.1 To meet with educators in elementary and secondary schools to discuss the developments in school library services, and to plan for implementation of changes in services in their schools

S.7.4.2 Work to arrange a conference or seminar for Principals on the changing role of school library information centres in the curriculum

S.7.4.3 Distribute information to Principals on the scope and activities of model school library programmes

S.7.4.4 Enlist the support of the Teachers Union in promoting reading and information study skills

S.7.4.5 Arrange for school orientation tours throughout the year, and especially with all Primary classes from all schools

Priorities:

P.1. To fill the position of Director of Library Services

P.2. To fill the vacant position of Chief Librarian

P.3. To establish a position for School Library Specialist

P.4. To expand the professional staff component of the Central Library

P.5. To ensure that the Central library actively participates in efforts to co-ordinate the National Library Information System

P.6 To complete the data entry for the library automation system

P.7 To implement the library automation system, and train staff to operate it

P.8. To advertise the changes in circulation procedures to the public

P.9 To plan to install an Internet system in the Reference Services Department initially for use by the Reference Staff, but progressively by clients on a fee for service basis

P.10 To develop and actively assist in providing training programmes staff development particularly in the areas of:

10.1 Library automation application

10.2 Internet applications

10.3 Storytelling, esp. for Branch Librarians & Teachers

10.4 Time Management for all staff

10.5 School Library Information Service programmes

P.11. To review all building facilities, and to consider development proposals for combined school and public library services

P.12. To work with SLAIRS (St. Lucia Association for Information Resource Services) to develop an Independent Learning Skills : Scope and Sequence Program for use in all schools and in the Teacher Education programme

ACTIVITIES

March-April	Easter Craft Programs
June- July	Book Fair
July- August	Summer program - island wide
Nov. - Dec.	Annual Library Week Activities
December	Christmas Craft Programs
Saturday	Story hours - island wide

Pre-School Story hours, as arranged in co-ordination with the Pre-School Unit, during the school term

Library Orientation tours for primary level students during the school term

Participation in annual Education Fair and Career Showcase to promote library and information services as a career alternative for students

Host distinguished speakers and lecturers in the community, during special activities or festivals, e.g. Nobel Laureate Week (January),
Independence Day (February),
La Rose Festival (August),
National Day, (December).

Host exhibitions and displays appropriate to festivals / cultural and international events

Respectfully submitted by
Mrs. Andreuille Nurse
Librarian II

September 1997

+ + + +

APPENDIX 3

List of Secondary Principals and Library Staff

School	Principal	Library Staff Member
Bocage Secondary	Mrs. Marilyn Charles	Ms. Gagnel Gabriel Ms. Marva Edward
Castries Comprehensive	Mr. Jeremy Joseph	Mrs. Lorna Lewis
Choiseul Secondary	Mr. Ignatius Jean	Ms. Valeriana St. Helen
Clendon Mason Memorial	Mr. Egbert James	Ms. Barnadette Charley
Corinth Secondary	Mrs. Florence Francis	Ms. Francis Prospere
Entreport Secondary	Mrs. Auguste Ifill Ms. Juliana Cadette	Ms. Annette Pierre
George Charles Secondary	Mr. Bonadventure Jn Baptiste	Ms Charlene Anthony
Leon Hess Comprehensive	Mr. Rupert Ellis Ms Solange Augier	Mrs. Andrea Fletcher
Micoud Secondary	Ms Brenda Paul	Mrs. Justina Toussaint
St. Joseph's Convent	Sr. M. Claire Joseph	Ms. Hazel Ann Berkeley Mrs. Fowler
St. Mary's College	Mr. Michael Mondesir	Mrs. Frances Niles
Sir Ira Simmons Secondary	Ms. Lera Pascal	Ms. Suzettye Simmons
Soufriere Comprehensive	Mr. Marius Felix	Ms. Catherine Prospere
Vide Bouteille Secondary	Mrs. Patsy James	Ms. Agnes Alphonse
Vieux Fort Comprehensive A	Mrs. Isla Sammy	Ms. Celina Fessal
Vieux Fort Comprehensive B	Dr. Morella Joseph	Mrs. Clara Joseph

Appendix 4

School Library & Information Services Survey
St. Lucia, West Indies October 1997

Prepared and administered by Gerald R. Brown, Consultant, OCOD & Ministry of Education, in collaboration with the St. Lucia Public Library Services

1. School Name: _____
   1.1 Phone No. _____ 1.2 FAX no. _____
   1.3 E mail address _____
2. Principal's Name: _____

3. Enrolment:
   3.1 Student enrolment as of Sept 30 _____
   3.2 No. of Male Students ..... _____
   3.3 No. of Female Students ..... _____
   3.4 No. of classrooms ..... _____
   3.5 No of Teachers (Full time Equivalent) _____
   3.6 Number of classes per Form
   1 ____ 2 ____ 3 ____ 4 ____ 5 ____
   Special classes _____

4. Library & Information Services Staffing
   4.1.0 Teacher-Librarian's Name: _____
   4.1.1 Hours per week in the library ..... ____
   4.1.2 Hours per week in other assignments ..... ____
   4.1.3 Identify other assignments: _____
   _____
   4.1.4 Years of Experience in Teaching ..... ____
   4.1.5 Additional years work in the Library ..... ____
   4.1.6 Other areas of work experience _____
   4.1.7 Describe your training in library & information services
   _____
   _____
   4.2.0 Name of Library Technical Assistant : _____
   4.2.1 Hours per week in the library ..... ____
   4.2.2 Years of experience in the library ..... ____
   4.2.3 Describe your training in library & information services
   _____
   _____
   4.3.0 Name of clerical assistant(s) _____
   4.3.1 Hours per week in the library ..... ____
   4.3.2 Years of experience in the library..... ____

4.3.3 Describe your training in library & information services

_____

4.4.1 Number of trained student assistants who work in the library .....____

4.5.1 Number of adult volunteers who work in the school library .....____

5. Hours of Service, and which services are available

		Circulation	Reference	Reading	Quiet Study	Teacher Planning
5.1	Before School	____	____	____	____	____
5.2	During Breaks	____	____	____	____	____
5.3	After School	____	____	____	____	____
5.4	Evening Hours	____	____	____	____	____

5.5 What percentage of the library timetable is open for flexible scheduling to accommodate teacher and librarian planned projects ? _____%

5.6 What percentage of the library timetable is formally scheduled (on a term, semester, or yearly basis)

.1 scheduled through negotiation among teachers and librarian ___%

.2 scheduled by the teachers .....___%

.3 scheduled by the teacher-librarian .....___%

.4 Scheduled by the administration .....___%

.5 Comments _____

_____

6. Handbook

6.1 Is there a Handbook of library operations ?.....Yes ___ No ___

6.2 When was the Handbook last revised ?.....____

6.3 Is there a Student's library Handbook ?.....Yes ___ No ___

6.4 When was the Student's edition last revised ? .....____

7. Automation:

7.1 Does the library staff have access to a computer ? .....Yes ___ No ___

7.2 Is the library catalogue automated ? .....Yes ___ No ___

7.3 Is there a CD-ROM reader in the library ? .....Yes ___ No ___

7.4 If NO the above three questions, is there a plan to introduce these services into the library information centre in the near future ? .....Yes ___ No ___

7.5 Comment _____

_____

8. Collection Development

8.1 No of titles in the Fiction collection ..... ____
8.2 No of titles in the Non-fiction collection ..... ____
8.3 No of other titles specified as Reference or Non-Circulating____
8.4 No of titles in the Teachers' Professional Collection ..... ____
8.5 No of periodical titles regularly received ..... ____
8.6 No of audio visual items in the collection ..... ____
8.7 No of computer software programs in the collection ..... ____
8.8 No of CD-ROM packages in the library ..... ____
8.9 Is there a separate picture file collection ..... Yes __ No ____
8.10 Is there a separate Vertical File collection.... Yes __ No ____
8.11 Are the maps owned by the school circulated through the library ?..... Yes __ No ____
8.12 How many volumes were weeded from this collection during the 1996-97 school term ..... ____
8.13 Were any books rebound outside the school ? Yes___ No ___
8.14 If YES, how many ? ..... ___
8.15 Was an inventory undertaken last school year? Yes __ No ___
8.16 Comment: __ _____
_____
8.17 What proportion of your school collection is duplicated at the local Branch Library ? ..... _____
8.18 Would a combined school & public library service be an asset in your community ? ..... Yes___ No ___
8.19 Would the teacher-librarian be willing to alter working hours to provide extended hours of service to the community ? ..... Yes ___ No ___
8.20 Comment: _____
_____

9. Equipment

9.1 Is the School's Audio Visual Equipment
.1 housed in the Library ?.... Yes ___ No ___
.2 scheduled in the Library ? Yes ___ No ___
.3 repaired by the Library ? Yes ___ No ___
Comment: _____

9.2 Is the School's Computer Equipment
.1 house in the Library ? Yes ___ No ___
.2 scheduled in the Library ? Yes ___ No ___
.3 repaired by the Library ? Yes __ No ___
Comment _____

9.3 Is there a Computer Lab in the school ? .....Yes ___ No ___

more ...

10 PROGRAM DEVELOPMENT

Check which items are the most common practise for the teacher-librarian. More than one item may apply.

10.1 COOPERATIVE PLANNING AND TEACHING

___.1 provides consultation to individual teachers regarding teaching/ learning materials and equipment
___.2 participates in program and / or unit planning with individual teachers
___.3 participates in program and / or unit planning with Form leaders
___.4 .....with Subject Heads of Department
___.5 contributes to the professional development through planning and/or presentation of workshops or inservices at the school or in the district
.6 Comments: _____
_____

10.2 INDEPENDENT LEARNING SKILLS

___.1 provides directional services, e g. produces pamphlets, signs, maps, and sections to school student handbooks describing the arrangement and services in the library
___.2 provides sessions on library orientation for new students when they arrive
___.3 provides sessions on information study skills strategies for students
___.4 provides sessions on problem solving strategies for students
___.5 provides classroom presentations on information study skills
___.6 provides specific instruction tailored to co-operatively planned assignments
___.7 provides integrated instruction for students through class, group or individual arrangements
___.8 collaborates with teachers to establish a common skills approach to information and problem solving strategies
.9 Comments: _____
_____

10.3 LITERARY AND CULTURAL APPRECIATION

___.1 provides reading guidance to individuals
___.2 provides reading guidance to groups, including book talks, reading lists, displays, etc.
___.3 provides a forum for students to discuss titles, topics or themes in literature or the arts
___.4 participates with classroom teachers to accent the use of literature and the arts in regular content areas
___.5 plans with English Department teachers to encourage students to develop appreciation skills in literature beyond the assigned novel(s)
.6 Comments: _____

10. PROGRAM DEVELOPMENT continued ..

10.4 PRODUCTION SERVICES

___.1 assists students in editing, designing and producing their response to assignments
___.2 provides assistance in operating audio visual equipment for student reports or projects
___.3 assists teachers in the use of audio visual equipment
___.4 trains students in the use of word processing programs
___.5 assists teachers in the use of computer programs
___.6 assists teachers in the use of CD-ROM programs
___.7 trains students in the use of Internet and similar technologies
___.8 trains teachers in the use of Internet and similar technologies
.9 Comments: _____

10.5 PUBLIC RELATIONS

___.1 plans and implements a publicity program in the school, such as displays, exhibits, new releases in the school publication
___.2 initiates opportunities to talk to parent groups, student groups, clubs
___.3 sponsors or initiates school activities, such as Library Club, AV Club, Computer Club, Discussion Clubs, field trips, etc.
___.4 participates in Education Fairs and Career Showcases
___.5 maintains interpersonal communications with staff, students, parents and volunteers
.6 Comments: _____

10.6 REFERENCE AND INFORMATION SERVICES

___.1 maintains a basic collection of specialised and reference tools for students and teachers to use for self help
e.g. atlases, dictionaries, almanacs, encyclopaedias, etc.
___.2 provides assistance in identifying and locating material in the school
___.3 assists in locating information or material elsewhere in the community
___.4 notifies the users of new materials, software, equipment and services on a regular basis
___.5 routes material or information regularly to clients in the school
___.6 compiles bibliographies in response to user needs or on subjects of continuing interest
___.7 answers reference and information questions for users
Comments: _____

10. PROGRAM DEVELOPMENT continued

10.7 ACCESS TO MATERIALS, EQUIPMENT AND SPACE

___.1 provides an efficient circulation system for materials in all formats
___.2 provides a circulation system for audio visual equipment
___.3 provides a circulation system for computer hardware
___.4 manages a scheduling system for audio visual equipment
___.5 manages a scheduling system for computer hardware
___.6 provides space in the library for
.6___ students to work individually or in small groups
.7___ audio visual equipment to be used with small groups
.8___ special collections, e.g. reserve books, etc.
___.9 operates an interlibrary loan system with sources outside the school
___.10 maintains a file of highly desired purchases for quick selection
___.11 maintains an up-to-date collection of publishers catalogues, or has access to same on a regular basis
___.12 maintains accurate records of materials acquired, costs and sources
___.13 maintains a catalogue which indexes all resources in the library collection
.14 Comments: _____

_____

11. PUBLIC LIBRARY SERVICES

11.1 Where is the nearest public library branch ?_____
11.2 Who is the Branch librarian _____
11.3 What proportion of your students have library cards ? _____%
11.4 Does the Branch receive notification in advance of assignments that are being planned in the school ? Yes___ No___
11.5 Who relays this information ? _____
11.6 Are books borrowed from the Branch to be used in the school for the duration of a project ?..... Yes ___ No___
11.7 Are books borrowed from the Central Library for the duration of a project in the school ?..... Yes ___ No ___
11.8 Does the school plan for regular tours of the Central Library before assignments are given which require use of those facilities ?..... Yes ___ No ___
11.9 Does the school have a list of the periodicals to which the Central Library subscribes on an annual basis ? Yes ___ No ___
11.10 Do your students have use a periodical index to check citations before they leave the school ? Yes ___ No ___
11.11 Comments: _____

_____

12. What are the most important priorities for your school and your library in order to be able to move forward in the information services area ?

12.1 for teachers ?_____

_____

_____

12.2 for students ? _____

_____

_____

12.3 for the library & information services staff ? _____

_____

_____

12.4 for the school generally ? _____

_____

_____

12.5 Are there any other comments that you feel should be recorded so that they could be entered into some aspect of the final report to the Chief Education Officer ?

It is hoped that this report will provide benchmarks of the current status of secondary school libraries in St. Lucia, and that the recommendations will be useful in structuring a library and information service that will be highly regarded in the future.

Thank you very much for your assistance.

Gerald R. Brown, Researcher
Library & Information Services
OCOD (Organisation for Co-operation in
Overseas Development) and
The St. Lucia Ministry of Education

Appendix 5

St. Lucia Association of Information Resource Services (SLAIRS)

The Development of School Libraries in St. Lucia: A Position Paper

As early as 1976, the Government of St. Lucia saw the need to foster the development of libraries in all schools.

An Advisory Committee established by the Ministry of Education at that time identified three **goals** for school libraries:

1. the provision of a wide range of materials to support the curriculum of schools
2. the provision of instruction which would help develop the life-long, independent learners
3. the provision of a wide range of recreational materials to foster the reading habit among St. Lucia's young people.

The Committee also identified three **requirements** necessary for the development of a school library. These are:

1. the existence of a basic collection of Reference, fiction and non-fiction materials in the school.
2. the availability of space to house the book collection centrally, and
3. the provision of a trained teacher to organize the collection, supervise its use and to provide library skills instruction and reading guidance on a regular basis.

Developments since 1976 include:

1. the establishment of 13 project school libraries - (only 8 of which exist today).
2. the establishment of functioning libraries in most Secondary Schools
3. the offering of Training Programmes for Teacher-Librarians, which have trained approximately 50 teachers to work in school libraries.
4. the development of a curriculum for the teaching of library and study skills from Kindergarten 1 through tertiary level (which is now being revised to include the impact of information technology).

St. Lucia Association of Information Resource Services (SLAIRS). The Development of School Libraries in St. Lucia: A Position Paper continued p.2

5. and the offering of a workshop for Principals on the important role they play in the success of school libraries.

The intervening years have been marked by **critical problems** such as natural disasters which destroyed a number of libraries and by:

1. the lack of reliable financial support with which schools could acquire materials
2. lack of provision in the establishment for the existence of the post of Teacher-Librarian
3. and the lack of co-ordinator and supervision of the efforts of schools to develop their libraries.

Since 1978, there has been a **policy** by Government that any new school built will have a library room, and any renovation or modification made to older schools will also make provision for a Library.

But experience has shown, over the years that, more than a Library room is required - the materials provided in the room must be attractive, and relevant. Sadly, experience also shows that such materials must be placed under the stewardshhip of an individual who will protect and promote the use of the materials. If not, they disappear or sit on locked shelves.

St. Lucia Association of Information Resource Services (SLAIRS). The Development of School Libraries in St. Lucia: A Position Paper continued p.3

Recommendations:

Taking into consideration the concerns expressed by the members of our School Libraries Special Interest Group, the executive of the Saint Lucia Association of Information Resource Services (SLAIRS) wishes to make the following recommendations. Considering the contribution that school libraries can make to the education of St. Lucia's youth, we ask that:

The Ministry:

1. reconfirm its commitment to provide a library room in all new and renovated schools.

2. recognize the need to establish the post of Teacher-Librarian and provide training and support for Teacher-Librarians

3. make annual provision for the purchase of Reference materials for schools.

4. allow schools to raise funds to purchase Fiction for their school collection.

5. appoint a Library Specialist in the Library Service to provide training, supervision and co-ordination for School Libraries.

We ask that Principals:

1. provide leadership which promotes development of the School Library Programme.

2. timetable library periods.

3. make reading a central concern of the school.

4. visit the Library regularly.

We expect that trained Teacher-Librarians should be able to:

1. work with staff to produce materials needed for the enhancement of the curriculum at the school

2. perform a mentoring role to students with regards to study skills

3. provide leadership in helping colleagues and students use technology effectively in the learning process.

4. organize and run a school library.

5. use the Dewey Decimal system to organize non-fiction books in the school library.

6. circulate library materials and retrieve such materials at the appropriate time.

7. maintain and care for, and also repair damaged library materials.

8. maintain discipline and order among students in the library.

9. communicate with Principal and provide annual reports and estimates of expenditures.

10. work with the Principal and the Bursar to issue school texts to the staff at the commencement of each school year.

11. retrieve materials from staff at the end of the school year.

12. maintain and repair school texts issued to the staff.

13. provide library services during lunch and at least 1/2 hour after the official close of school.

14. model a career role for students who may be wish to become librarians.

Definition of Terms

Information Resources:

Books (fiction, non-fiction), magazines, newspapers, journals, pamphlets, audiovisual aids, as well as material produced by the students themselves.

Library Materials:

Those information resources and reading materials which are not required in class quantities. These resources include all of the information resources listed above.

School Library:

Is defined as a commitment by the Principal and staff to the development of a section of the school, set aside fully equipped with learning materials relevant to the subject areas offered in the curriculum. These materials must include recreational materials which will promote the love of reading. This facility should be staffed by an individual, trained to assist students to make full use of the resources available to the promote the development of independent, life-long learners.

St. Lucia Association of Information Resource Services (SLAIRS). The Development of School Libraries in St. Lucia: A Position Paper continued p. 4 of 4

Definitions:

School Library Programme:

The school library programme is the directed use of the library, space, staff, equipment and materials to meet the specific objectives of the information literacy within the educational programme of the school. It encompasses the development of independent learning skills in the students, and an appreciation of the literature and culture of the nation through instructional activities that are cooperative planned and taught by the classroom teacher and the teacher-librarian. The programme is designed to foster of love of reading, and enjoyment of research and discovery, and a nurturing of the creative potential in every learner. The school library is organized and administered to accomplish these programme goals.

Teacher-Librarian:

- should be a qualified teacher.
- should be trained in skills to organize information.
- should be an enthusiastic reader.
- should be concerned with, and knowledgeable about the development of the reading skills of students.
- should have good communication skills to be able to work with teachers and students.
- should keep abreast with the latest developments in school materials and in the explosion of information technology.
- should be computer literate to facilitate the transition to the avenues opened by information technology.
- should avail his/herself of opportunity for training.

Appendix 6

St. Lucia Association of Information Resource Services (SLAIRS)

Staffing Schedule for St. Lucia Library & Information Services: A Position Paper

Civil Service Grade	Library Service Title	Starting Salary	Qualifications	Level
1	Library Attendant 1	675.00	School leaver	Support
2	Library Attendant 2	880.00	" + Lib Cert. (250 hrs)	Support
3	Library Assistant 1	1085.40	5 CXC 's	Clerical
4	Library Assistant 2	1290.60	" + 2 yrs experience	Clerical
5	Library Assistant 3	1495.00	A Levels	Clerical
				Technical
6	Library Technician 1	1711.80	SALCC Diploma or Associate Degree	
7	Library Technician 2	1954.80	LTA Certificate, with less than 5 yrs experience	
8	Library Technician 3	2197.80	LTA Certificate, plus 5 years of experience	
9	Library Technician 4	2403.00	LTA Degree or LTA Cert or Associate Degree and 7 years experience	
				Professional
10	Library Associate	2619.00	Bachelor's Degree or Professional Subject Qualifications or Teacher-Librarian with Teaching Certificate	
11	Librarian 1 *	2856.00	BLS, no experience (3 yrs at UWI, Mona)	
12	Librarian 2	3094.20	Postgraduate Diploma or Master's Degree in Library or Information Studies, but no experience or Teacher's Certificate, with BLS, less than 5 years	

*** Should jump the next grade**

continued ...

Appendix 6 continued

St. Lucia Association of Information Resource Services (SLAIRS)
Staffing Schedule for St. Lucia Library & Information Services:
A Position Paper

Civil Service Grade	Library Service Title	Starting Salary	Qualifications	Level
continued:				Professional
13	Librarian 3	3331.80	BLS with 5 yrs experience or Postrgraduate Diploma or Master's Degree in Library or Information Studies plus two years experience	
				Administrative
14	Librarian 4 (Head of Department)	3537.00	BLS with 7 yrs experience or Post Graduate Diploma or Master's Degree in Library or Information Studies plus 5 years experience (2 of which must have been supervisory)	
15	Librarian 5 * (Chief Librarian)	3758.00	BLS and 10 years experience	
16	Librarian (Chief Librarian)	4028.00	Postgraduate Diploma or Master's Degree in Library or Information Studies with 10 years experience	
17	Librarian 7 (Chief Librarian)	4201.00	Professional Qualifications in Library or Information Studies with further training in relevant fields (Management, Public Administration, Education) and 10 years of experience	
18	Librarian 8	4433.00	Professional training in Information Graduate Qualifications in Management with 10 years of administrative experience	
19	Librarian 9	6300	Professional training in Information and Graduate Qualifications in a Subject Specialty with evidence of increasing administrative responsibility.	
20	Librarian 10 (Director of Library Services)	7200.00	Professional Training in Information & Graduate Qualifications in Management and 15 years experience	

*** Should jump the next grade**

Document approved at SLAIRS General Meeting, 18 October, 1997

Appendix 7

Seminar on
SCHOOL LIBRARY & INFORMATION SERVICES
for
Secondary School Principals and their Library Staff

University of West Indies Conference Centre
Sir Arthur Lewis Community College Campus
The Morne, Castries, St. Lucia
Monday, 01 December 1997

AGENDA

Presenter: Gerald R. Brown
OCOD Researcher

1. SLIS Assessment Results
    - 1.1 In times of change ...
    - 1.2 Purpose of the Questionnaire
    - 1.3 National Library & Information Services
    - 1.4 Mission Statement

2. Vision for SLIS programmes
    - 2.1 Learning Unlimited
    - 2.2 Education Begins with a Vision

3. Strategies for Reaching the Vision: Developmental Stages
    - 3.1 Planning school library facilities (Manitoba Education)
    - 3.2 Role of the Teacher -Librarian (CSLA)
    - 3.3 Resource Based Learning (CSLA)
    - 3.4 K-12 Resources on the Internet (sample)
    - 3.5 Central Library Periodical Holdings / Indexes
    - 3.6 Highlights for Children: Sources, Access, Use
    - 3.7 Power Learning / Ripping Into Research (Gawith - New Zealand)
    - 3.8 The Big SIX / Helping with Homework (Eisenberg - USA)
    - 3.9 Student Research Handbook (Surrey, B. C.)
    - 3.10 Stages in the Integration Cycle
    - 3.11 Literature and the Learning Program (Brant County, Ontario)
    - 3.12 Sharing the Load (Metzler - Australia)
    - 3.13 Exhibits, Displays and Promotions

4. Synthesis & Summary
    - 4.1 Your Recommendations to the Ministry
    - 4.2 Your Personal Action Plan

5. Evaluation and Feedback

Appendix 8

Seminar on ***SCHOOL LIBRARY & INFORMATION SERVICES***
01 December 1997 ***Evaluation Summary from Principal's sessions.***

Presenter: Gerald R. Brown, OCOD Researcher
No. of respondents: 15

1. How did you feel about the workshop ? (interesting, relevant, etc.)
   5 11/15 4 4/15 3 -- 2 -- 1 --

2. How do you feel about the atmosphere of the workshop ?
   5 12/15 4 3/15 3 -- 2 -- 1 --

3. How do you feel about the physical arrangements and comfort for the workshop ?
   5 8/15 4 7/15 3 -- 2 -- 1 --

4. How do you feel about the presentation of the workshop ?
   5 11/15 4 4/15 3 -- 2 -- 1 --

5. How would you feel about future workshops ?
   5 10/15 4 3/15 3 2/15 2 -- 1 - -

6. Best feature of the workshop:
   - The volume of information given on the role of the librarian and how the library should function.
   - Realisation of the significant role of the library as a hub for student study skills
   - The level of informality and friendly discussion
   - Helping to see teacher-librarians as an asset to curriculum development
   - Wealth of information available - library being central
   - The importance and the use of an efficient library in implementing the school curriculum
   - Excellent presenter - through strategies that mitigated against boredom
   - Method of presentation
   - The source material that is available and the way the whole seminar was presented
   - The role of the teacher - librarian
   - Information provided and the method of presentation
   - Planning school library facilities and the role of the teacher-librarian in implementing a programme in the school
   - Very informative, thought provoking, hopefully motivational for the future of library development in schools.
   - Wealth of information which was communicated in such a short period.
   - Lots of information

7. Least favourable feature of this workshop:

- No one from the Central Administration was in attendance !
- Insufficient time to elaborate on key issues: Strategies for Reading the Visions
- More discussion need
- Difficult to sit for 2 1/2 hours
- A bigger printing budget so that we could have copies of all the materials that were shown
- Too short - we needed the information, and also needed time for discussion
- More attention could be given to how library services can assume a central role in the school and the curriculum

8. General Comments:

- A very interesting and informative session. However, the presence of the librarian with the principal would have enhanced the level of the discussion and made for better team work.
- Various techniques for assisting students in their study were immensely valuable
- Very timely and engaging. I learned quite a lot especially the insight into the library as the hub of the school's learning process.
- This workshop helps us to realise that the teacher-librarian is an integral part of the educational process and not just an administrator/organiser who circulates, mends, catalogues and weeds out books.
- Interesting workshop; saw the need to involve the library in the learning process; to get teachers and librarian working together to develop the learning process.
- Workshop was very interesting and informative. I have learned much.
- Librarians should have been part of the morning session as well. With their presence ideas could be better shared with their Principals.
- Hope that there will be a follow up exercise soon.
- I was forced to change my view about libraries.
- The Presenter's style was smooth and this helped me to pay attention - even the tonal changes. The atmosphere was stress-free.
- I found the session very informative. I hope to do everything possible to implement as much of what I learned as possible.
- A very informative session.,
- If help is readily available to upgrade the school library, I believe our session this morning was worthwhile.
- Workshop enabled me to re-evaluate the role and importance of the library and librarian in teaching / learning activities.

Appendix 9

Seminar on ***SCHOOL LIBRARY & INFORMATION SERVICES***

01 December 1997 ***Evaluation Summary***

from ***School Librarian's*** *sessions.*

Presenter: Gerald R. Brown, OCOD Researcher
No. of respondents: 15

1. How did you feel about the workshop ? (interesting, relevant, etc.)
   5 7/15 4 7/15 3 -- 2 .1/15 1 --

2. How do you feel about the atmosphere of the workshop ?
   5 5/15 4 5/15 3 -- 2 4/15 1 .1/15

3. How do you feel about the physical arrangements and comfort for the workshop ?
   5 4/15 4 8/15 3 3/15 2 -- 1 --

4. How do you feel about the presentation of the workshop ?
   5 5/15 4 8/15 3 1/15 2 1/15 1 --

5. How would you feel about future workshops ?
   5 9/15 4 5/15 3 -- 2 -- 1 1/15

6. Best feature of the workshop:
   - "Education Begins with a Vision" gave me a good perspective on what a library programme is and where it fits in the school (5 times)
   - The whole presentation was a genuine learning experience.
   - Learning how to manage the library effectively with the help of the teachers.
   - Materials that were handed out, so I can think about the concepts again (6 times)
   - Ability of the speaker to relate practical experiences
   - The ideas to implement on our return to our schools. Proper use will help students very much.
   - The addresses of sources for additional materials

7. Least favourable feature of the workshop
   - That my Principal and I were not working on this together as a team for the school
   - Time was too short ... need more sessions
   - Talking about periodicals and how to get some of them
   - Group work would have been helpful
   - I felt that the presenter was under severe time constraints having to cover the material in a half day ...
   - There was no representative from the Ministry so that they would also know what we need to function properly.

8. Comments:

Workshops of this nature should be done at least once every term, to keep the school librarians in tuned with the latest developments. We need time to work and learn together as a team.

Looking forward to more of these workshops. Hope they will be soon, and that they will be for a full day.

I think the workshop was a very interesting and informative one for me. This should be done more often, and I hope that some of the things we discussed can be presented to the Ministry officials so they know what we need at the school level.

It was very interesting and I learned a lot.

An interesting workshop. I gained new experiences and knowledge.

It was generally a one-way process of giving information. I would prefer to have some time set for discussion and questions.

I think it was timely. Wish I could have been at the session with Principals to see how they reacted, and so we could work better together as a team.

Lots of new ideas were discussed.

The workshop was interesting and full of potential.

Looking forward to the next session.

Very enlightening.

Appendix 10

Monchy R. C. Combined School
Staff Meeting Discussion
03 December 1997 3:00 p.m.

Principal: Mrs. Jane Jacob Jean
Presenters: Gerald R. Brown, OCOD Researcher
Angella Emmanuel, Library Assistant, Monchy Branch Library

Agenda:

1. Introduction

2. Reading and Language Development
   - .1 Picture reading
   - .2 Reading aloud to children
   - .3 Discussing what we read
   - .4 Choosing books to read - the Five Finger rule
   - .5 Making Books from other books
   - .6 Using magazines, e.g. Highlights

3. Doing "Research"
   - .1 Collecting information
   - .2 Big Six Process (sheet)
   - .3 Time on task
   - .4 Group work

4. Using the Branch Library (brochure)
   - .1 Appointments
   - .2 Planning ahead
     - .1 Clarity of Project e.g. Big Six Task 1
     - .2 Selection of Material
     - .3 Cooperative teaching
   - .3 Access when the library is closed

5. Questions and Answers

Appendix 11

READING RESEARCH PROJECT

To: Dr. London, World Bank Researcher
St. Lucia Ministry of Education

p. 1 of 3
November 1997

From : Gerald R. Brown, OCOD Researcher
St. Lucia Ministry of Education

Helen Buckley, Lecturer
SALCC

Objectives:

1. To assess the current state of reading in St. Lucia
2. To recommend strategies to increase reading across the total population
3. To encourage appropriate materials acquisitions and production for the purpose of enriching all reading related activities in a bilingual country
4. To promote the utilisation of libraries to access print and electronic format materials by all facets of the community.

RATIONALE:

1. There is a general public perception that reading is not nurtured in this culture.
2. Observations by many teachers that their students cannot read are often heard.
3. There is a notable awareness that the lack of reading skills, esp. comprehension, analysis and synthesis, frequently hamper students on standardised exams.
4. Many citizens have a concern that the electronic technology may cause reading levels to drop substantially.
5. The private sector has noted that their employees frequently do not have the reading skills necessary to handle their responsibilities, especially at entry level positions.
6. Individuals incarcerated in St. Lucia prison facilities need assistance in reading and communication skills development as an integral part of their rehabilitation.
7. If St. Lucia is to hold its place in the new information age, it is imperative that its citizens have efficient and effective reading skills.
8. The love of reading is an art and a hobby for many people which could be shared across a wider population.

METHODOLOGY:

Under the direction of the Ministry of Education, Planning Unit, the following research components of the Reading Research Project should be co-ordinated.

1. Review of the current literature and documentation on the status of reading and communication processes in
   1. St. Lucia, and 2. the Caribbean region

Appendix 11 READING RESEARCH PROJECT
Methodology continued: p. 2 of 3

2. Collection, assessment and analysis of current reading ability levels of St. Lucia students

3. Collection, assessment and analysis of current reading ability of St. Lucia adults, with the sample drawn from current census data on socio-economic conditions, first language information, age of population factors, etc.

4. Review of the current literature and documentation on methods of teaching reading currently used in the St. Lucian educational system at Pre-School, Elementary, Secondary and Tertiary levels.

5. Review of past and present documentation on the status of adult literacy in St. Lucia using such sources as library registration and circulation, books sold in bookstores, publications from the local printers, etc.

6. Development and implementation of an attitudinal survey instrument for a random sample of the motivation for reading (literate, aliterate, non-readers) of teenagers (ages 13-19) who are no longer in the formal school system, and correlate this information with the OERU research related to "Learner Attitudes to Schooling.".

7. Determine the factors which influence reading achievement, using such approaches as:
   .1 analysis of the results data on Common Entrance Examinations and Middle School Examinations
   .2 identifying the qualities of role models who have influenced reading habits of young people
   .3 determine what access to library resources would be necessary to encourage individuals to read more widely
   .4 determine methods for effective use of a wide range of reading and library materials in schools
   .5 identify the influence access to the electronic technologies, including television and computer programmes and access to the Internet have had on the reading habits of the citizens (both children and adults)

8. Identify the training programmes for the development of reading skills currently in use in St. Lucian institutions, such as:
   .1 CAMDU Reading and Language Arts Specialists
   .2 Sir Arthur Lewis Community College Arts, Science and General Studies Tertiary Students in Reading, language Arts and Communication Tutors
   .3 SALCC Counselling Centre
   .4 SALCC Teacher Education Division
   .5 Pre-School Teacher Training programmes
   .6 Private tutors, private schools, etc.
   .7 Action research that is being undertaken in the schools

Appendix 11 READING RESEARCH PROJECT continued ...

RESOURCES p. 3 of 3

1. The Planning Unit should be responsible for co-ordinating and supervising the Research Team in this project.
2. Researchers involved in all or part of the project must have demonstrated their capacity for quality and thorough research in previous undertakings.
3. Expertise on the Research Team in the areas of adult education, literacy, reading, language arts and/or communication arts would be a distinct asset.
4. Demonstrated ability to supervise the tabulation of data and its analysis is a requirement.
5. Demonstrated ability to develop both theoretical and practical strategies for action and implementation at various levels in the system is important.
6. The final report will be presented by the Head of the Planning Unit and the Head of the Research Team to the Chief Education Officer and the Permanent Secretary, and the researchers and writers will be prepared to make themselves available to answer questions related to the report on request.
7. Access to all records of the Ministry of Education and its various departments, related to this project should be made readily and easily accessible to the researchers
8. Secretarial support shall be provided to the researchers as needed.
9. Researchers should be given freedom to visit all schools and classrooms as the need arises, following appropriate appointments with the principals

TIME FRAME:

1. Application for funding for this project should be undertaken as soon as possible.
2. Selection of the Research Team should be completed within three (3)months of the receipt of assurance of funding.
3. The project should be conducted over a two (2) year period, with various parts of the research going on simultaneously with more than one researcher undertaking data collection. The dates should be set in such a way as to have access to the results for at least two consecutive years standardised examination results.
4. The final report should be in the hands of the Chief Education Officer no later than thirty (30)months after the initiation of the Research Team by the Planning Unit.